

THE OHIO STATE UNIVERSITY
OFFICIAL PROCEEDINGS OF THE
ONE THOUSAND FIVE HUNDRED AND THIRTY-SIXTH
MEETING OF THE BOARD OF TRUSTEES

Columbus, Ohio, May 21 – June 3, 2026

The Board of Trustees and its committees met in Columbus, Ohio, at Longaberger Alumni House, and virtually over Zoom on May 21 and June 2-3, 2026, pursuant to adjournment.

**

**

**

Minutes of the last meetings were approved.

TALENT, COMPENSATION AND GOVERNANCE COMMITTEE MEETING

Committee Chair Jeff Kaplan called the meeting of the Talent, Compensation and Governance Committee to order on Thursday, May 21, 2026, at 8:30 a.m.

Members Present: Jeff M.S. Kaplan, Elizabeth P. Kessler, Reginald A. Wilkinson, Tomislav B. Mitevski, Juan Jose Perez, John W. Zeiger (ex officio)

Members Present via Zoom: Gary R. Heminger

Members Absent: N/A

It was moved by Mr. Kaplan and seconded by Mr. Perez that the committee recess into executive session to discuss business-sensitive trade secrets and personnel matters regarding the appointment, employment and compensation of public employees.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Mr. Kaplan, Ms. Kessler, Mr. Heminger, Dr. Wilkinson, Mr. Mitevski, Mr. Perez and Mr. Zeiger.

The committee entered into executive session at 8:34 a.m. and adjourned at 11:17 a.m.

(See Appendix X for Summary of Actions Taken, page XX)

ACADEMIC AFFAIRS, RESEARCH AND STUDENT LIFE COMMITTEE MEETING

Committee Chair Reginald Wilkinson called the meeting of the Academic Affairs, Research and Student Life Committee to order on Thursday, May 21, 2026, at 1:02 p.m.

Members Present: Reginald A. Wilkinson, Elizabeth A. Harsh, Elizabeth P. Kessler, Jeff M.S. Kaplan, Bradley R. Kastan, Phillip Popovich, Eric Bielefeld, John W. Zeiger (ex officio)

Members Present via Zoom: Patrick C. Arp

Members Absent: Kara J. Trott

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. The committee adjourned at 3:57 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

FINANCE AND INVESTMENT COMMITTEE MEETING

Committee Chair Tomislav Mitevski called the meeting of the Finance and Investment Committee to order on Tuesday, June 2, 2026, at 7:59 a.m.

Members Present: Tomislav B. Mitevski, Pierre Bigby, Gary R. Heminger, George A. Skestos, Kendall C. Buchan, Amy Chronis, John W. Zeiger (ex officio)

Members Present via Zoom: Kent M. Stahl

Members Absent: N/A

It was moved by Mr. Mitevski and seconded by Mr. Bigby that the committee recess into executive session to consider business-sensitive trade secrets.

A roll-call vote was taken, and the committee voted to go into executive session with the following members present and voting: Mr. Mitevski, Mr. Bigby, Mr. Heminger, Mr. Skestos, Dr. Buchan, Ms. Chronis, Mr. Stahl and Mr. Zeiger.

The committee entered into executive session at 8:00 a.m. and reconvened in public session at 9:06 a.m. The meeting adjourned at 10:01 a.m.

(See Appendix X for Summary of Actions Taken, page XX)

LEGAL, AUDIT, RISK AND COMPLIANCE COMMITTEE MEETING

Committee Chair Elizabeth P. Kessler called the meeting of the Legal, Audit, Risk and Compliance Committee to order on Tuesday, June 2, 2026, at 10:29 a.m.

Members Present: Elizabeth P. Kessler, Bradley R. Kastan, Juan Jose Perez, Amy Chronis, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: Patrick C. Arp

It was moved by Ms. Kessler and seconded by Mr. Kastan that the committee recess into executive session to discuss business-sensitive trade secrets, personnel matters 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: Ms. Kessler, Mr. Kastan, Mr. Perez, Ms. Chronis and Mr. Zeiger.

The committee entered executive session at 10:30 a.m. and reconvened in public session at 11:28 a.m. The meeting adjourned at 11:35 a.m.

May 21 – June 3, 2026, Board of Trustees meetings

(See Appendix X for Summary of Actions Taken, page XX)

ATHLETICS COMMITTEE MEETING

Committee Chair Gary Heminger called the meeting of the Athletics Committee to order on Tuesday, June 2, 2026, at 12:30 p.m.

Members Present: Gary R. Heminger, Elizabeth P. Kessler, Jeff M.S. Kaplan, Pierre Bigby, Bradley R. Kastan, George R. Skestos, John W. Zeiger (ex officio)

Members Present via Zoom: N/A

Members Absent: Patrick C. Arp

It was moved by Mr. Heminger and seconded by Mr. Bigby that the committee recess into executive session to discuss business-sensitive trade secrets.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Mr. Heminger, Ms. Kessler, Mr. Kaplan, Mr. Bigby, Mr. Kastan, Mr. Skestos and Mr. Zeiger.

The committee entered into executive session at 12:38 p.m., and the meeting adjourned at 2:30 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

WEXNER MEDICAL CENTER BOARD MEETING

Board Secretary Jessica A. Eveland called the meeting of the Wexner Medical Center Board to order on Tuesday, June 2, 2026, at 2:37 p.m.

Members Present: Gary R. Heminger, Tomislav B. Mitevski, Juan Jose Perez, George A. Skestos, Kara J. Trott, Kendall C. Buchan, Robert H. Schottenstein, Cindy Hilsheimer, Amy Chronis, Hiroyuki Fujita, John W. Zeiger (ex officio), Ravi V. Bellamkonda (ex officio), Trevor Brown (ex officio), Michael Papadakis (ex officio), John J. Warner (ex officio)

Members Present via Zoom: N/A

Members Absent: Leslie H. Wexner, Stephen D. Steinour

It was moved by Dr. Warner and seconded by Mr. Heminger that the Wexner Medical Center Board recess into executive session to consider business-sensitive trade secrets and quality matters required to be kept confidential.

A roll-call vote was taken, and the board voted to go into executive session with the following members present and voting: Mr. Heminger, Mr. Mitevski, Mr. Perez, Mr. Skestos, Ms. Trott, Dr. Buchan, Mr. Schottenstein, Ms. Hilsheimer, Ms. Chronis, Dr. Fujita, Mr. Zeiger, President Bellamkonda, Dr. Brown, Mr. Papadakis and Dr. Warner.

May 21 – June 3, 2026, Board of Trustees meetings

The Wexner Medical Center Board entered executive session at 3:05 p.m. and adjourned at 5:19 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

FULL-BOARD EXECUTIVE SESSION

Board Chair John W. Zeiger called the meeting of the Board of Trustees to order on Wednesday, June 3, 2026, at 7:59 a.m.

Members Present: John W. Zeiger, Elizabeth P. Kessler, Gary R. Heminger, M. Katherine Holcombe, Jeff M.S. Kaplan, Elizabeth A. Harsh, Reginald A. Wilkinson, Suzanne R. Kiggin, Tomislav B. Mitevski, Pierre Bigby, Juan Jose Perez, Bradley R. Kastan, George A. Skestos, Kara J. Trott, Patrick J. Tiberi

Members Present via Zoom: N/A

Members Absent: N/A

Mr. Zeiger:

Will the secretary please advise when a quorum is present?

Ms. Eveland:

A quorum is present.

Mr. Zeiger:

Thank you. At this time, I would like to convene this meeting of the Board of Trustees and move that the board recess into executive session to consult with legal counsel regarding pending or imminent litigation and to consider business-sensitive trade secrets.

Upon the motion of Mr. Zeiger, seconded by Dr. Wilkinson, the Board of Trustees adopted the foregoing motion by roll-call vote, with the following members present and voting: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mrs. Kiggin, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Skestos, Ms. Trott and Mr. Tiberi. Mr. Kastan was not present for this vote.

The meeting entered executive session at 8:00 a.m. and adjourned at 11:55 a.m.

MASTER PLANNING AND FACILITIES COMMITTEE MEETING

Committee Chair John Perez called the meeting of the Master Planning and Facilities Committee to order on Wednesday, June 3, 2026, at 12:59 p.m.

Members Present: Juan Jose Perez, George A. Skestos, Elizabeth A. Harsh, Reginald A. Wilkinson, Pierre Bigby, Bradley R. Kastan, Kendall C. Buchan, Robert H. Schottenstein, Keith Myers, John W. Zeiger (ex officio)

May 21 – June 3, 2026, Board of Trustees meetings

Members Present via Zoom: N/A

Members Absent: N/A

It was moved by Mr. Perez and seconded by Dr. Wilkinson that the committee recess into executive session to discuss business-sensitive trade secrets, consider potential real estate transactions and 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: Mr. Perez, Mr. Skestos, Mrs. Harsh, Dr. Wilkinson, Mr. Bigby, Mr. Kastan, Dr. Buchan, Mr. Schottenstein, Mr. Myers and Mr. Zeiger.

The committee entered executive session at 1:00 p.m. and reconvened in public session at 3:16 p.m. The committee adjourned at 3:28 p.m.

(See Appendix X for Summary of Actions Taken, page XX)

FULL-BOARD PUBLIC SESSION

Board Chair John W. Zeiger convened The Ohio State University Board of Trustees on Wednesday, June 3, 2026, at 3:59 p.m.

Members Present: John W. Zeiger, Elizabeth P. Kessler, Gary R. Heminger, M. Katherine Holcombe, Jeff M.S. Kaplan, Elizabeth A. Harsh, Reginald A. Wilkinson, Suzanne R. Kiggin, Tomislav B. Mitevski, Pierre Bigby, Juan Jose Perez, Bradley R. Kastan, George A. Skestos, Kara J. Trott, Patrick J. Tiberi

Members Present via Zoom: N/A

Members Absent: N/A

Mr. Zeiger:

Good afternoon. Will the secretary please advise when a quorum is present?

Ms. Eveland:

A quorum is present.

Mr. Zeiger:

Thank you. I will convene this meeting of The Ohio State University Board of Trustees and ask that everyone with us today to silence sound on cell phones and other devices, and follow rules of decorum proper to the conducting of the business at hand. As always, the team at WOSU is recording and livestreaming today's proceedings, and we thank them for providing us with this important public service.

RECOGNIZING TRUSTEE SERVICE

I'd like to take a moment of personal privilege, if I may, recognizing that today is the last board meeting I will chair and also the last board meeting I will attend as a member of the board.

I have had the great good fortune to spend the last nine years as a member of this board, which has been an incredible experience. And I've been privileged for the last two years to serve as the chair of this board, which has been incredible.

I would like to say a couple of things as I take my leave.

One of them is that I am in great debt and gratitude to a lot of people related to this opportunity. Governor Kasich was kind enough to appoint me nine years ago at the suggestion of a couple of my friends and clients, who encouraged me to take on the responsibility. So, I owe all of them a debt of gratitude. I'd go one step further and say I owe a great debt of gratitude to not only the board members here today, but to the folks I've had the privilege of serving with for the last nine years. I can honestly say that I believe everybody that I have worked with on this board has been really good people — and this group in particular, because we've had somewhat unique challenges in the last year or two. But the same was true of others. We have always, as a board, focused on what's in the best interest of Ohio State and always remembered that we are fiduciaries for the people of Ohio. I'm not sure everybody understands that, but I have lived it, and I have seen it and I'm most appreciative to all of you for that and for your friendship and your collegial approach to things.

I also owe a great debt of gratitude to a whole lot of the people sitting out there, who are university executives and staff members who have been just absolutely great to me and helped me understand things that I knew nothing about when I started. Some might question how much I know about them now. But I do think it has been just amazing how helpful everyone has been, how kind everyone has been. And I count lots and lots of people as friends and people I admire very much.

I need to call out a couple names in particular. As board chair, you have never-ending responsibility, and I will miss Jessie Eveland's three calls a day on things that will be happening. Jessie has been just an incredible advisor and person helping me see things that sometimes I didn't otherwise see, and also helping me understand the lay of the land at the university that sometimes I didn't understand. So, she's a very special person — very special friend — and I'm most appreciative.

Anne Garcia is hiding in the back. We became legal friends early on in my tenure, and I had the good judgment to be supporting her for the position of general counsel of this university, and it's one of the best decisions I made. Anne is an outstanding lawyer. She carries a caseload, as we lawyers call it, that is extraordinary, extensive — requiring expertise in more areas than I can imagine. And what I know is that she's not only a fine lawyer, but she has the strength to say "no" when the general counsel of the university needs to say "no" to people. That's a real talent.

So, these two ladies are as committed as anyone I know to Ohio State, and I am most appreciative for their guidance and help during the last two years and before.

The other thing I wanted to say is that I am incredibly excited about where Ohio State is headed. Ohio State is already a great national university, but we're in a moment of momentum which is second to none in my nine years — and I would suggest maybe not any history at Ohio State that matches today's momentum.

We have, as a board, pushed for, and with Ravi's help and the former president's help, developed a strategic plan called "Education for Citizenship" that can make a huge difference taking a great university and propelling it to the highest ranks of universities in this country. And I think we're on that path. When you already see with the AI Fluency Initiative, when you see the academic pillars initiative, when you see what we've opened at the new hospital and the ambulatory facilities, things are really, really moving. And they are all focused on the word "excellence" — academic excellence, healthcare excellence, research excellence and athletic excellence. And that is the focus of this board. It's been our mission, and I'm so pleased that it's been defined so specifically and things are moving.

Any plan requires the right people to execute it, and I have to say that I have been privileged to work with Ravi as our new president, both before he was the president and since he's the president. And I have enormous regard for him and every confidence that he is going to be the very best of the best — and already is. And I also would call out — at the danger of not calling out everybody — but I also need to call out Dr. John Warner. The medical center is in fabulous hands. Great things are happening there. We could not be more blessed with this leadership of these two gentlemen.

So, the long and the short of it, I just wanted to say that I am extremely excited about where Ohio State's going. I have every confidence that it's on a path that is going to continue to accelerate and excel, and I just am so appreciative of the opportunity to have been a part of it. So thank you for all that.

APPLAUSE

You're all kind.

As I said, it's great to work with wonderful people. And we have another departing trustee today who falls into that category: Dr. Kendall Buchan, who is now going to be graduating from Ohio State here shortly and then, fortunately for us, joining the faculty, which is just absolutely delightful. We're so pleased that Kendall has made such an incredible contribution.

She had big shoes to fill — because we have had very, very fine student trustees — and she filled them and then a bit more. So Kendall, thank you for everything you've done for the board.

APPLAUSE

I should comment that there will be a resolution appreciating Kendall's contribution adopted as part of today's consent agenda. It has been provided to everyone at your place so you can see it before we vote on that resolution. But we do want to acknowledge you, Kendall. It's been great. Thank you.

We also have another transition occurring. When a trustee steps off, another steps in. And, today, we are pleased to introduce Annie Feibel. Annie is in the first row back there. Stand up, if you will, Annie.

Annie is at the College of Medicine and a graduate of Duke University. And we're delighted she will be joining us as our new graduate student trustee, effective as soon as the governor announces it. So Annie, welcome.

APPLAUSE

APPROVAL OF MINUTES

Mr. Zeiger:

Now we can arrive at today's business. First on our list is the approval of minutes from the board's March meetings. These were distributed in advance to all trustees. Are there any additions or corrections?

Hearing none, the minutes are approved as distributed. (*Minutes were approved.*)

ELECTION OF OFFICERS

Mr. Zeiger:

The next order of business is the board's annual election of officers.

It's been a unique privilege for me to chair this board for the last two years. And with my time as chair and my term expiring, the board has embarked on the typical process we've used for selecting its next leader.

Through this process, I am pleased to report that one candidate gathered strong support from their fellow trustees. With that support in mind, I would like to bring forth the recommendation that Mr. Jeff Kaplan be named the next chair of The Ohio State University Board of Trustees.

I will move that his election be approved by the board. Note that a resolution to this effect is at your seats. It is available to the public through the university media relations office.

ELECTION OF OFFICERS

Resolution No. 2026-120

Synopsis: Approval of the following slate of officers is proposed.

WHEREAS the Bylaws of the Board of Trustees specify that the chair of the board shall be elected annually by the board; and

WHEREAS the chair of the board shall take office at the adjournment of the final meeting of the fiscal year ending June 30 and shall hold office through the following final fiscal year meeting of the board, or until their successor is elected and qualified, so long as they shall continue to be eligible to serve as an officer; and

WHEREAS the following slate of officers is recommended for approval by the board:

Jeff M.S. Kaplan, Chair

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the slate of officers as presented.

Upon the motion of Mr. Zeiger, seconded by both Dr. Wilkinson and Ms. Kessler, the Board of Trustees adopted the foregoing resolution by roll-call vote, cast by the following trustees: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mrs. Harsh, Dr. Wilkinson, Mrs. Kiggin, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos, Ms. Trott and Mr. Tiberi. Mr. Kaplan abstained.

Ms. Eveland:

Motion carries.

Mr. Zeiger:

Jeff — congratulations. There are a few people who've served Ohio State in as many ways as you have. Your leadership experience that you can bring to bear is unique. The respect you have among your trustees is unique. And your deep commitment to this university is also unique.

I look forward to the incredible things that this institution will continue to do under your leadership and that of President Bellamkonda and his team. So, congratulations, and good luck.

APPLAUSE

Mr. Kaplan:

Thank you, Mr. Chairman. I think of the things my first boss here said to me: "you win with people" and "pay forward." And I think this group has done that.

I thank you, Mr. Chairman. This is your team, and we are a team, and this is a team effort. It's an incredible honor and a privilege to help lead the institution in this role, thanks to you and my colleagues here. And we have accomplished an incredible amount over the past couple of years with your leadership, and we have wonderful momentum, and we have a lot more work to do. I'm excited to do that with everyone on this board and with you, President Bellamkonda, and

with all of the good people of the state of Ohio and the university and the state.
I ask for everybody's help and advice.

I thank you very much.

Mr. Zeiger:

Congratulations again, Jeff.

APPLAUSE

PRESIDENT'S REPORT

Mr. Zeiger:

I'd like to now invite Dr. Bellamkonda to deliver his report to the board. This is his first as the 18th president of Ohio State University.

Dr. Bellamkonda:

Thank you, Mr. Chairman. Thank you so much. Thank you. It's good to be together with all of you again.

We've had a busy but productive few months, but I want to start with a few words of gratitude to our outgoing trustees: our chairman, John Zeiger, and our graduate student representative, Kendall Buchan.

John, it's hard to believe that this is your final meeting after nine years of distinguished service. In all the time that I've known you, you've been a strong advocate for academic excellence, and I'm deeply appreciative of that, especially with regard to student success and student experience at Ohio State. You've consistently pushed us to think higher, think bigger and reach higher, and I'm appreciative of that.

It was very fitting, I believe, that you were able to help preside over our spring commencement ceremony a few weeks ago, where we welcomed our newest class of Buckeye graduates to our network of 640,000 alumni. You've always put students first — maybe a function of having been a student yourself. And we're a stronger university today because of your leadership, and we're grateful.

Personally, I'm grateful and appreciate your support and counsel for me, both when I was provost as well as now. And you've really had a deep impact on me and my getting to know the true ethos of Ohio State and what we're capable of doing. And I appreciate your counsel and confidence in me. You will be missed by the board, but I know you and Cheryl will continue to serve our community and support us and support Ohio State as we move forward. So, thank you so much for all that you've done for me and for Ohio State, more importantly.

And Kendall, you've been a wonderful, trusted voice for us, representing our graduate and professional students. I often say that, but for our students, we would be a research institute. We're a university because of our students. And the student voice on this board is extraordinarily important for us to fulfill our duties. And we appreciate how much time this takes at the same time that you're

finishing up your studies. You've always been there, never complained. I'm sure you've had clinical rotations and all this work, and we appreciate what you've done for us. You have a very bright future ahead of you. And I'm delighted that you're continuing to be here and be on our faculty — I look forward to being your colleague, in that sense. So, thank you for everything that you've done. I really appreciate that.

And I want to echo Chairman Zeiger in welcoming Annie Feibel to the board. Annie, thank you. It's good to have a doctor on the board, you know. So thank you for that.

Just this last week, it marks about 500 days or so for me being a Buckeye and about three months being your 18th president. I remain deeply humbled by this opportunity to serve this unbelievable university. Every day fills me with wonder as I get to know how amazing this is.

To this board in particular, I want to thank you for your trust and confidence. I want to publicly thank the members of my presidential transition team, many of whom are in the audience, who've been working tirelessly from their first days to ensure continuity and build momentum for the future that we're building together.

It's been a true journey of joy and discovery for me these past 500 days. I want to share a few observations with you, along with a few thoughts on where we're heading next, if I may.

The first observation is that we have much to be proud of at Ohio State, in the best sense of the word. I call Ohio State a powerhouse. It's a powerhouse in athletics — Ross Bjork is there, amazing work — as well as in healthcare, as well as in research as well as in academics. So, we're a powerhouse in all the things that we do. And we have reason to be proud.

There are very few institutions that do the full breadth and scale of what we do here at Ohio State and do it as well as we do. But we're not just big. We have excellence at scale, as I like to call it. We have \$1.68 billion of research, and this is lifesaving discovery. The number is a dollar, but the impact is human. It impacts our communities, our friends, our families. It's just an incredible impact for research. And our goal is to grow to \$2 billion. That means better ag-tech for our farmers, better economics, better growth for Ohio. We are sixth in the country for industry-funded research with the vision that we will be the most business-friendly university in the country. That is our goal.

We offer top-ranked programs in nursing, in business, in engineering with big plans to distinguish and build pinnacles — as you alluded to, Chairman Zeiger — in our academic enterprise, pinnacles that stand out, that are distinctively Ohio State, where we're best in the world in the things we take on. We just were announced as a top 30 national ranking for biomedical innovation. This is what we will become known for: being fearless, nimble, innovative, entrepreneurial. And that's the ethos we're building.

We have more than 50 amazing active faculty members who are in the Academies of Medicine, Engineering, National Academy of Science, and National Academy of Inventors. Fifty. That is the envy of many, many universities. And we're underway now to attract even more such exemplary faculty through our Game Changer Scholars initiative. We've announced two

appointments of such renowned scholars: Chief Judge Jeffrey Sutton, who will be joining the Moritz School of Law, and Dr. Kang Xu, a leading expert in battery technology, joining our College of Engineering. And there are more to come. We're actively working on recruiting more exemplary world-class faculty.

Students have recently been honored with prestigious Goldwater and Truman scholarships. In fact, the 10th Truman Scholar — is on the board — in Ohio State history, one of our own, Patrick Arp. And so we're blessed to have incredible students.

Our medical center is amongst the best in the country, and the new hospital tower is a transformational force in healthcare, research and education. And The James is an incredible jewel in our community for cancer research.

And, of course, our athletics program is delivering excellence on and off the field. Everyone knows of our national championships in many, many sports, but I'm equally proud of the new Academic Progress Rate data that was just released showing that 20 Ohio State programs received a perfect single-year score in the academic achievement of our athletes. In the last academic year, 227 Buckeyes were named to the Academic All-Big Ten team. That's just incredible.

So we are serious about the whole person, the whole patient — not just their disease — but the whole patient; the student, the whole student; and the athlete, the whole athlete, the whole person. That's a signature Buckeye thing.

My second observation is that we're a true destination for Ohio students and families. People sometimes are surprised to know that more than three-quarters of all Ohio State undergraduates are from the state of Ohio. We're deeply committed to that as a land-grant institution, and we're committed to being a school for Ohio families and students. To me, this demonstrates that students and families recognize that we offer an exceptional combination of accessibility and excellence. We're working relentlessly to ensure that we can continue to be both of those things: accessible and excellent.

I was very pleased to be in Lima recently to celebrate the launch of our Regional Campus Commitment, which promises a tuition-free education to qualifying Ohio students with a family income of \$100,000 or less and demonstrated need who begin their journey of education at the regional campuses. And should some of those students want to transfer to the Columbus campus, we would continue to honor this commitment to those families. Should they remain in the regionals, that's fine too. So the idea is that we respect our students by offering them choice of an intimate experience at a regional campus or the research powerhouse of the Columbus campus, but the families have choice, and finances are not a burden in exercising that choice.

We've similarly announced programs like Buckeye Bridge and the President's Ohio Scholarship Program, which are opening even more doors for our Ohio students. And the Ohio State Tuition Guarantee locks in in-state tuition, room and board for four years, providing predictability for students and families, ensuring that any change that we may make to tuition doesn't impact the family's ability to plan for their Ohio State time.

In fact, all of these things result in about 58% of Ohio State bachelor's degree recipients now graduating with zero student debt. Zero student debt; 58% of our

students. And that's about 20 percentage points higher than the national average. So, we have reason to be proud.

We're not just accessible, though. We provide access to excellence because of our world-class academic programs, our opportunities to do research amongst the amazing faculty I just described, the opportunity to pursue real-world internships, and to access an exciting entrepreneurial culture and a robust student experience that prepares our students for success in their careers, as well as success in life overall.

So, affordability is what you pay, yes, but we recognize that higher education is a meaningful investment for most families. There is all sorts of data about how higher ed is an unbelievable ROI for students and families. But it's also about the quality of experience that you get for that investment at Ohio State. And it's excellence and opportunities that will pay dividends for the rest of our students' lives.

My third observation is that people who make up the extended Ohio State family are second to none. As Chairman-elect Jeff Kaplan just alluded to, it is about people. It is true that when we put people at the center of everything we do, we can win. And more than any ranking or honor or award, it's the people of Ohio State that demonstrate to me that we are capable of competing and winning and winning the right way. This is a community that cares deeply, believes in our mission and lifts each other up and celebrates the possibilities of what we could do collectively. I've had the great opportunity to engage with many of our diverse stakeholders in the last many days, and all of them are joined by one thing: a deep love and care for this institution and for doing good in the world.

Students, faculty, staff, alumni and friends, elected leaders, business community, higher education colleagues, community leaders in rural and urban parts of the state — I have had a chance to meet all of these stakeholders in my new role as your president. And I can tell you, with abiding belief, that we have a great community all aligned with interpreting our land-grant mission to pursue excellence and access and having impact in the world.

It doesn't mean that we are perfect or if they think that we are perfect yet, it just means that when it comes time to work together and build a vibrant future for our state, we're all willing to lock arms like we do when we sing "Carmen Ohio." And forgive me if that sounds a little sentimental, but it is my promise to you that we will create the environment and circumstances that we do this together and build excellence together.

So, the question I've been asking myself and our team is this: What do we do now from this moment going forward? And my vision is very simple. I'd like Ohio State to be, and I believe we can be, the finest public university in the nation.

I'm sometimes asked, why should we pursue a goal like that and what does it mean for Ohio? And my answer is that a rising tide lifts all boats. Excellence should not be confused with elitism. Excellence is about including every single Ohioan in our success and offering access to excellence to all Ohioans. And Ohioans deserve that. Ohioans deserve a public university that delivers at the very highest levels. Just like we play to win in athletics, we should compete with the best of the best in academics and research and in healthcare and in all the things we do.

As an excellent university, we will attract research dollars that support lifesaving cures that become accessible to our communities here in Ohio to treat devastating diseases and improve healthcare outcomes in rural communities and urban communities. And we will produce agricultural innovations to feed our population and fuel our economy. We will attract new companies that will support job growth and entrepreneurship. I would like an Ohio State where companies relocate to Ohio because we have Ohio State in the state of Ohio. We'd like to attract students and talented faculty from across the world and beyond Ohio. And with our size and scale, I am convinced we will have a transformative impact on all that we do in our state of Ohio.

So we're beginning to articulate some big and bold ideas that further push us toward excellence beyond what we're comfortable doing in our past — exactly what a university like us that strives to define what it means to be the best university in the country would say.

For example, we're asking ourselves, what does it mean to be human in the age of AI? And we're thinking hard about that question, and I'll later be sharing with you a program that explores that question deeply in a manner that is distinctively Ohio State, addressing a question that's in all of our minds today in the age of AI.

We're asking ourselves questions like, what is the role of education? What does it mean to have the practice of being a citizen? Not just learning civics, which we also do very well, but also commit to building the muscle of exercising and having the practice of being a great citizen. And that will be characteristic of an Ohio State education.

What would it look like if in our healthcare enterprise where each medicine and intervention was specifically tailored to that one patient, to that one individual? We are all unique as human beings. And what do personalized, tailored medicine and interventions for each individual look like? That is the future we're building through our research enterprise in healthcare, especially in cancer, while building a cancer-free world in The James.

And what would it look like, for example, if we had a large number of 100 startups coming out of Ohio State every year to fuel the economy of this region and our state, unleashing the entrepreneurial spirit of our students? And these are some big, bold ideas to complement the AI Fluency Initiative you mentioned so that Ohio State leads.

Do I have answers to all the challenges we have as an institution? No, not yet. But I have confidence that we have the right team, the right leadership team, the right people, the right board to take on the important issues, the hard things that are worth doing, as I like to say. We will take on the hard things that are worth doing because Ohioans deserve nothing less from the great university that we have here.

So I'm excited about our future. I'm even more excited today than I was 500 days ago when I first stepped foot on this campus. And I know with your help, and together, we will have a transformative impact and interpret what it means to be a great land-grant university for today and going into the future. So I thank you, chairman, for the opportunity to serve this great institution and this board. And I conclude my remarks.

Mr. Zeiger:

The key word was excited — and that's what we are, President Bellamkonda — excited by your leadership. We have a strong sense as a board that this institution is moving forward in a thoughtful, disciplined and very exciting way.

Some might have thought that our not-too-long-ago surprises would have slowed down the momentum. But your transition into this role has proven just the opposite. We're having a continued acceleration of these programs and the advancement of this institution. We also at the same time are seeing you build a leadership infrastructure that assembles the very best people to sustain and grow this institution over the long term — and that's really impressive.

So, thank you for your leadership and the quick way you hit the ground running.

Dr. Bellamkonda:

Thank you, sir.

CONSENT AGENDA

Mr. Zeiger:

As usual, we have a lengthy consent agenda, and maybe a little unusual, we have a very long consent agenda with 41 items on it. As I've tried to say before in public meetings, these items have all been studied and carefully reviewed by one or more committees of this board, not only during the last couple of days, but throughout quarterly, and in some cases monthly, meetings of the committee members and many of the other board members.

The resolutions today include resolutions in memoriam, honoring the university's emeritus faculty members. But in addition to that, I'd like to highlight a couple notable items.

First, before us is the university's operating budget, interim capital plans and a variety of measures to assure Ohio State's financial position throughout the year ahead. As we take action on these items, we remain very proud of our continued emphasis on affordability. As President Bellamkonda reminded us, Ohio State is taking a lot of concrete steps to provide a college education of great quality at an affordable price for Ohio students, year after year. In the last 12 months, for example, Ohio State students have received \$542 million of financial aid, the vast majority of which have come from the resources of our institution. That's about \$16 million more in financial aid than the prior year.

President Bellamkonda mentioned that 79% of our graduates receive some kind of financial aid and that 58% graduate with no debt. That is remarkable — 20% better than the national average. And as I have looked back over the history in the last few days, thinking that things were concluding for me, I realized that in the last 15 years, the university's tuition rate has increased by less than 1% on an annual basis. Truly remarkable in this age of ever-questionable inflation.

Taken together with the work of our incredible scholars and clinicians, the substantial investment into healthcare, well-being and success of our fellow

Ohioans, this is real evidence that this university is committed more than ever to the future of Ohio.

We have two hand-carried items today. I mentioned earlier that one of them celebrates our appreciation for Dr. Kendall Buchan as our student trustee. The board is grateful for everything she has done and done so well.

The second hand-carry item relates to a very recently developing matter. Ohio State and 279 of the 280 remaining Richard Strauss survivors involved in the pending litigation have reached individual settlements in very recent days. These settlements are in principle and will total an amount of approximately \$100 million. The trustees of the Board of Trustees will today publicly ratify these settlements in principle. And in doing so, we will express our appreciation to those who are the federal court mediators appointed by Judge Watson to bring the parties together.

The members of the public and others will no doubt have plenty of questions about this substantial development. However, Judge Watson has ordered a federal court mediation of these issues, and that mediation process and its requirement of mediation confidentiality are continuing as the parties work to finalize the individual settlement agreements and those details. It is important that we respect the court's order and comply with the mediator's directive to keep confidentiality in place for now. But we will provide additional information on this resolution when we are in a position to do so.

President Bellamkonda — would you like to say anything further?

Dr. Bellamkonda:

Yes, Mr. Chairman.

I've said in my opening press conference, and I will say this again, the survivors of the Strauss abuse are all Buckeyes. They'll always be a part of our family and our community, and I firmly believe that. We continue to be very grateful to them for their courage in coming forward. And reaching a final resolution is very important to us and is an important step forward.

The mediation and its confidentiality are continuing, as you alluded to, and I hope to have more to share with our community when appropriate. So, thank you for sharing the information.

Mr. Zeiger:

As is typically the case, copies of both hand-carry resolutions are at the seats of the trustees and are available to the members of the public and the media through the media relations team.

RESOLUTIONS IN MEMORIAM

Resolution No. 2026-121

Synopsis: Approval of Resolutions in Memoriam is proposed.

BE IT RESOLVED, That the Board of Trustees hereby approves the attached Resolutions in Memoriam and that the president be requested to convey copies to the families of the deceased.

Edwin Haering
Richard J. Hopkins
Sally Ann Miller

EDWIN HAERING

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on January 17, 2026, of Edwin “Ed” Raymond Haering, professor emeritus in the William G. Lowrie Department of Chemical and Biomolecular Engineering. He was 93.

Professor Haering, born in Columbus, Ohio, on December 8, 1932, grew up with a love of learning and a passion for science which would ultimately shape a long and distinguished career in chemical engineering at The Ohio State University. He earned his PhD (1966), MS (1956) and BS (1956) from Ohio State, all in chemical engineering, having earned a Dow Chemical Company scholarship.

Edwin served his country with honor as a lieutenant (junior grade) in the United States Naval Reserve from 1956-1959. He later joined the faculty at Ohio State in 1959, where he dedicated more than three decades to teaching and research, and earned a Koppers Company Teaching Fellowship.

Known for his thoughtful mentorship and rigorous standards, Edwin shaped generations of engineers and contributed significantly to the field through both his academic work and his consulting. For many years, Professor Haering ran the rigorous hands-on training program for undergraduates called Unit Operations, or “Summer Lab” as it was commonly known in its day. The lab was not air-conditioned and ran during some of the hottest months of the year, but Dr. Haering was never observed to wilt under the heat. Instead, with his crew-cut haircut and booming voice, he was a commanding presence, akin to a captain at the helm of his ship. For Ohio State students, this intense, plant-sized laboratory experience was highly formative and distinguished them from their peers. Dr. Haering and his successors heard many times over the years from industry representatives who said that they preferred hiring Ohio State students because of their “Unit Ops” experience.

Rising through the ranks, Professor Haering served as associate professor from 1973-1982, professor from 1982 until his retirement in 1991, and was named professor emeritus thereafter. He also served as vice chairman of the Department of Chemical Engineering from 1974-1976 and chairman from 1977-1978. At Ohio State, he had been active in the American Institute of Chemical Engineers (treasurer, Central Ohio section 1974-1979) and was a past president of The Ohio State University Faculty Club (1988-1989).

Beyond the university, Edwin was deeply committed to civic and professional organizations. He served as a disaster services volunteer with the American Red Cross from 1997-2005 and was actively involved with the American Chemical Society, Sigma Xi and Tau Beta Pi.

A man of many interests, Edwin found joy in golf, gardening and, especially, sailing. He was a proud member of the Sandusky Yacht Club and held leadership positions in the Port Clinton Power Squadron (executive committee, 2003) and the Lake Erie South Shore Hunter Sailing Association (treasurer, 1997-1999). He was also a lifelong Ohio State football fan, sharing that passion with his family. Whether tending his rose garden or navigating the waters of Lake Erie, he approached life with curiosity, precision and quiet strength. His was a life well-lived, guided by service, scholarship and love. He will be deeply missed and fondly remembered.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Edwin "Ed" Raymond Haering its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

RICHARD J. HOPKINS

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on December 24, 2025, of Richard J. Hopkins, professor emeritus in the Department of History in the College of Arts and Sciences. He was 86.

Professor Hopkins received his BA from the University of Rochester in 1961 and both his MA (1965) and PhD (1972) from Emory University. He taught at University of Wisconsin - Milwaukee for one year before joining the history department at The Ohio State University in 1969. At Ohio State, he taught courses in urban history, history of Ohio, and the history of Canada before retiring in 1996.

He specialized in American urban history with particular interest in occupational and geographic mobility and the urban south. His first article, "Occupational and Geographic Mobility in Atlanta, 1870-1896," appeared in the Journal of Southern History in 1968. He also edited the book, American Choices: Social Dilemmas and Public Policy since 1960 (Ohio State University Press, 1986), which examines key U.S. social and policy challenges following 1960, including topics like education, welfare and racial equality, providing analysis of American society's choices.

Professor Hopkins held numerous administrative positions at Ohio State and in the profession. He served as the executive director of the Council of College of Arts and Sciences, which moved from Kansas State University to The Ohio State University in the 1980s.

He loved spending time at his cottage in Portland, Ontario, in Canada, boating and fishing and enjoying happy hour with longtime friends and neighbors. He also enjoyed driving around the country in his conversion van until macular degeneration made it so he could no longer drive. Once his eyesight began to fail, Professor Hopkins spent his days listening to NPR and music on his local radio station in Phoenix, Arizona.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Richard J. Hopkins its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

SALLY ANN MILLER

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on April 1, 2026, of Sally Ann Miller, distinguished professor emerita in the Department of Plant Pathology in the College of Food, Agricultural, and Environmental Sciences (CFAES). She was 71.

Professor Miller received her BS (1976) in biology from Ohio State, and MS (1979) and PhD (1982) in plant pathology from the University of Wisconsin. She joined Ohio State in 1991, serving as the vegetable pathologist and state extension specialist on the CFAES Wooster Campus until her retirement in 2023. Miller's research, teaching and extension program focused on sustainable vegetable disease management in conventional and organic production systems. As an extension specialist, she was highly responsive to the vegetable industry, providing diagnostic services and timely solutions to disease problems.

Professor Miller established a recognized food safety program in collaboration with other university scientists, focusing on the contamination of fresh-market vegetables with human pathogens. She had a profound commitment to food security and safety in developing countries and was frequently consulted on vegetable disease diagnostics and management worldwide. Her work took her across the globe, where she collaborated with farmers, researchers and regulators in developing countries to improve crop health, strengthen food systems and support local economies. She carried out long-term international agricultural development projects in South and Southeast Asia, Ukraine, West and East Africa, and Central America.

Dr. Miller was dedicated to advancing plant pathology as a science. She served as advisor or co-advisor to 33 graduate students and served on 76 graduate advisory committees. Many of her former students, postdoctoral researchers and visiting scholars were from developing countries, and several now hold leadership positions in academia, government and industry. Her scholarly contributions include more than 150 peer-reviewed publications, numerous books, book chapters and extension bulletins that remain essential references for the diagnosis and management of vegetable diseases.

Professor Miller was a Fellow of the American Phytopathological Society and served as president in 2015-2016. She served on the National Academies of Science, Engineering and Medicine Forum on Microbial Threats and its One Health Action Collaborative, and was also named to the Roster of Experts for the joint Food and Agriculture Organization of the United Nations and World Health Organization Expert Meetings on Foodborne Antimicrobial Resistance.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Distinguished Professor Sally Ann Miller its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to her family as an expression of the board's heartfelt sympathy and appreciation.

EXPRESSION OF APPRECIATION

Resolution No. 2026-122

KENDALL C. BUCHAN

WHEREAS the Ohio Revised Code provides for the selection of two student members of The Ohio State University Board of Trustees to be appointed by the governor, with the advice and consent of the Ohio Senate, from a list of candidates provided by the university, to serve for two-year terms; and

WHEREAS of the two student members of the Board of Trustees, one is a graduate or professional student and one is an undergraduate student, each appointed in alternating years; and

WHEREAS student trustee candidates from The Ohio State University are selected through a competitive process by the Student Trustee Selection Committee, which includes representatives from university undergraduate, graduate and professional students; faculty members; and staff; and

WHEREAS student trustees provide valuable input and perspectives that deepen the board's understanding of the student experience at the university and thus considerably enhance its work; and

WHEREAS The Ohio State University Board of Trustees, which in 1989 first welcomed student voices to its membership, is extraordinarily proud of its tradition of student involvement and the strong contributions its student members have made throughout the years; and

WHEREAS Dr. Kendall C. Buchan was appointed to the Board of Trustees by Ohio Governor Mike DeWine, and confirmed by the Ohio Senate, for a term that commenced on October 18, 2024; and

WHEREAS for nearly two years, Kendall has served with distinction as a member of board, including as a member of its various committees and the Wexner Medical Center Board; and

WHEREAS throughout her time on the board, Kendall's enthusiastic engagement and mature judgment have solidified her reputation as a trustworthy liaison to the university's graduate and professional students, a respected colleague and source of counsel to her fellow trustees, and a proud ambassador of the Ohio State spirit:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees and the entire Ohio State community acknowledge their high esteem for and appreciation of Dr. Kendall C. Buchan for her outstanding and principled leadership; service to the university, State of Ohio and broader world; and positive impact on her colleagues, community and Buckeyes everywhere.

APPROVAL OF PERSONNEL ACTIONS

Resolution No. 2026-123

May 21 – June 3, 2026, Board of Trustees meetings

BE IT RESOLVED, That the Board of Trustees hereby approves the personnel actions as recorded in the personnel budget records of the university since the March 12, 2026, meeting of the board, including the following appointments:

Interim Appointment

Name: Trevor Brown
Title: Interim Executive Vice President and Provost
Unit: Office of the President
Term: March 23, 2026

Reappointment

Name: Cathann Kress
Title: Vice President for Agricultural Administration and Dean,
College of Food, Agricultural, and Environmental Sciences
Unit: Office of Academic Affairs
Term: July 1, 2026 – June 30, 2030

Acting Appointment

Name: Stephanie Moulton
Title: Acting Dean, John Glenn College of Public Affairs
Unit: Office of Academic Affairs
Term: May 1, 2026

APPROVAL TO REESTABLISH THE DEPARTMENT OF AVIATION

Resolution No. 2026-124

IN THE COLLEGE OF ENGINEERING

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

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

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

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

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

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

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

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

NOW THEREFORE

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

(See Appendix X for background information, page XX)

APPROVAL TO ESTABLISH THE INSTITUTE ON AGING

Resolution No. 2026-125

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)

APPROVAL TO ESTABLISH A MASTER OF SCIENCE IN MEDICAL PHYSICS

Resolution No. 2026-126

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)

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

Resolution No. 2026-127

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

May 21 – June 3, 2026, Board of Trustees meetings

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)

APPROVAL TO ESTABLISH ACADEMIC PROGRAMS

Resolution No. 2026-128

INTEGRATED ARTS AND SCIENCES MAJOR ASSISTIVE TECHNOLOGY AND ACCESSIBILITY MAJOR SUPPLY CHAIN MANAGEMENT SPECIALIZATION

Synopsis: Approval to establish the major in Integrated Arts and Sciences, the major in Assistive Technology and Accessibility, and the Supply Chain Management Specialization in the Business Administration major are proposed.

WHEREAS the major in Integrated Arts and Sciences is designed as an online degree program to support "stopped-out" students who have completed at least 30 credit hours but face barriers to finishing their degree, as well as military-involved students and their spouses; and

WHEREAS the Integrated Arts and Sciences major utilizes distance learning to provide a clear programmatic pathway to a Bachelor of Arts degree, incorporating targeted introductory and capstone courses; and

WHEREAS the major in Assistive Technology and Accessibility in the School of Health and Rehabilitation Sciences will be the first undergraduate program in the nation to provide a formal pathway into the field, helping meet the growing workforce demand for Assistive Technology Professionals; and

WHEREAS the major is built upon the success of the Assistive and Rehabilitative Technology Certificate program and will be offered as a 100% online program to serve students both within and outside of Ohio; and

WHEREAS the Supply Chain Management specialization is proposed as a 21-credit hour undergraduate program within the Fisher College of Business to provide a unified curriculum across logistics, operations and purchasing; and

WHEREAS market demand for supply chain talent has increased significantly, evidenced by a 94% growth in related job postings and a 12% rise in average salaries for graduates in the field over the last four years; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs between March 25, 2026, and April 22, 2026; and

WHEREAS Section 3345.457 of the Ohio Revised Code provides that the Board of Trustees has ultimate authority to establish and modify academic programs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of the major in Integrated Arts and Sciences, the major in Assistive Technology and Accessibility, and the Supply Chain Management specialization in the Business Administration major.

(See Appendix X for background information, page XX)

APPROVAL TO REVISE PROGRAM CURRICULA

Resolution No. 2026-129

MASTER OF SOCIAL WORK DEGREE
NEAR EASTERN AND SOUTH ASIAN LANGUAGES AND CULTURES
UNDERGRADUATE MAJOR
FRENCH AND ITALIAN UNDERGRADUATE MAJOR

Synopsis: Approval of revisions to the Master of Social Work curriculum, the Near Eastern and South Asian Languages and Cultures undergraduate major, and the French and Italian undergraduate major are proposed.

WHEREAS the Master of Social Work curriculum is being revised to ensure the program remains current with professional standards and continues to provide high-quality training for students entering the field; and

WHEREAS the revision restructures existing areas of emphasis into three formal advanced practice specializations to align with the Council of Social Work Education's requirement that MSW programs clearly define specializations, articulate advanced competencies, and demonstrate developmental progression from generalist to advanced practice; and

WHEREAS the Department of Near Eastern and South Asian Languages and Cultures (NESA) proposes to merge its three current majors — Arabic, Islamic Studies, and Hebrew/Jewish Studies — into a single Near Eastern and South Asian Languages and Cultures major; and

WHEREAS the revised major will offer four distinct specializations (Ancient Near East/Modern Middle East Studies, Arabic/Islamic Studies, Hebrew/Jewish Studies, and South Asia Studies) to better reflect student demand and interdisciplinary faculty expertise; and

WHEREAS the Department of French and Italian proposes to merge four existing majors — French, French and Francophone Studies, Italian, and Italian Studies — into a single major with four tracks; and

WHEREAS the French and Italian major revision aims to strengthen curricular cooperation, bring disparate tracks into better alignment and allow for a more robust annual assessment process with a larger student cohort; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs between March 25, 2026, and April 22, 2026; and

May 21 – June 3, 2026, Board of Trustees meetings

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)

APPROVAL OF COURSES AND COURSE REVISIONS

Resolution No. 2026-130

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)

APPROVAL OF THE 2026-2028 COMPLETION PLAN

Resolution No. 2026-131

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

May 21 – June 3, 2026, Board of Trustees meetings

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)

FACULTY PERSONNEL ACTIONS

Resolution No. 2026-132

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

May 21 – June 3, 2026, Board of Trustees meetings

Term: May 1, 2026, through June 30, 2030

Name: PEGGY HALL
Title: Associate Professor (The Paul L. Wright Chair in Agricultural Law)
College: Food, Agricultural, and Environmental Sciences
Term: March 5, 2026, through February 28, 2031

Name: THOMAS JEFFREY HUND
Title: Professor (The John H. and Mildred C. Lumley Chair in Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: SCOTT LANGENECKER
Title: Professor (The Tom and Debra Feeney Family Endowed Chair in Psychiatry and Behavioral Health)
College: Medicine
Term: June 3, 2026, through June 30, 2030

Name: JIANRONG LI
Title: Professor (Endowed Chair in Comparative and Translational Immunology, Oncology, and Vaccinology Research)
College: Veterinary Medicine
Term: May 1, 2026, through June 30, 2030

Name: STEPHANIE MOULTON
Title: Acting Dean
College: John Glenn College of Public Affairs
Term: May 1, 2026, through June 30, 2028, or until a permanent Dean is named

Name: EFTHIMI PARASIDIS
Title: Professor (The Kara J. Trott Endowed Professorship in Law)
College: Law
Term: November 15, 2025, through November 14, 2030

Name: KRISTIN STANFORD
Title: Professor (William D. and Jacquelyn L. Wells Chair at the Dorothy M. Davis Heart and Lung Research Institute)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CHRISTINE THOMAS
Title: Professor (The Phyllis and Richard Leet Endowed Chair in Chemistry)
College: Arts and Sciences
Term: January 1, 2026, through December 31, 2031

Reappointments

Name: SARA BUTLER
Title: Professor (The King George III Professorship in British History)
College: Arts and Sciences

May 21 – June 3, 2026, Board of Trustees meetings

Term: August 15, 2026, through August 14, 2031

Name: LEI CAO
Title: Professor (The William C. and Joan E. Davis Cancer Research Professorship)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: RICARDO CARRAU
Title: Professor (The Lynne Shepard Jones Endowed Professorship in Head and Neck Oncology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: DAVID COHN
Title: Professor (The Stuart M. Sloan - Larry J. Copeland MD Chair in Gynecologic Oncology Initiated by a Grateful Patient)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CURTIS DANIELS
Title: Professor-Clinical (Dottie Dohan Shepard Professorship in Cardiovascular Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MARCOS J.G. DE LIMA
Title: Professor (The William Greenville Pace III Endowed Chair in Cancer Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: RICHARD GUMINA
Title: Professor (The James W. Overstreet Chair in Cardiology Fund)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: YUCHI HAN
Title: Professor (Chair of Excellence in Cardiovascular Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JEFFREY HOROWITZ
Title: Professor (Endowed Professorship in Pulmonary Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JOHN HUMMEL
Title: Professor-Clinical (Corrine Frick Chair in Cardiac Electrophysiology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MARIA IGNATIEVA
Title: Professor (The Martha W. Farmer Endowed Professorship in

May 21 – June 3, 2026, Board of Trustees meetings

College: Theatre)
Ohio State Lima
Term: June 1, 2026, through May 31, 2027

Name: DANIEL JONAS
Title: Professor (Endowed Professorship in Health Services Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CHRISTOPHER KAEDING
Title: Professor-Clinical (Judson D. Wilson Professorship in Orthopedic Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: ANTHONY KING
Title: Associate Professor (The Anne K. "Nancy" Jeffrey Endowed Professorship for Mental Health Equity and Resilience)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CATHANN KRESS
Title: Vice President for Agricultural Administration and Dean
College: Food, Agricultural, and Environmental Sciences
Term: July 1, 2026, through June 30, 2030

Name: E. DOUGLAS LEWANDOWSKI
Title: Professor (The Jack M. George Chair)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BRADLEY NEEDLEMAN
Title: Professor-Clinical (Edwin H. and E. Christopher Ellison Professorship)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: DAVID O'MALLEY
Title: Professor-Clinical (The John G. Boutselis, M.D. Chair in Gynecology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: GEORGIOS PAPACHRISTOU
Title: Professor (Dr. Floyd M. Beman Chair in Gastroenterology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JEFFREY PARVIN
Title: Professor (The Louis Levy Professorship for Cancer)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BENJAMIN KUTTIKATT POULOSE
Title: Professor (The Robert M. Zollinger Chair of Surgery Funded By

May 21 – June 3, 2026, Board of Trustees meetings

College: The LeCrone-Baxter Memorial Fund)
Medicine
Term: July 1, 2026, through June 30, 2030

Name: REBECCA RECZEK
Title: Professor (The Berry Chair of New Technologies in Marketing)
College: Fisher College of Business
Term: August 15, 2026, through August 14, 2031

Name: BRAD ROVIN
Title: Professor (The Dr. Lee A. Hebert Endowed Professorship in Nephrology)
College: Medicine
Term: July 1, 2026, through June 30, 2027

Name: ABHAY SATOSKAR
Title: Professor (Research Endowed Chair in Pathology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: SAKIMA SMITH
Title: Associate Professor (Bob Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: ALEXANDER SPARREBOOM
Title: Professor (The Lucius A. Wing Chair of Cancer Research and Therapy)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: THEODORE WAGENER
Title: Professor (Leonard J. Immke, Jr. and Charlotte L. Immke Chair in Cancer Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: HENRY WANG
Title: Professor (The Ohio State University Emergency Medicine Endowed Research Chair)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BRUCE WEINBERG
Title: Professor (Eric Byron Fix-Monda Endowed Chair)
College: Arts and Sciences
Term: August 15, 2026, through August 14, 2031

Name: HUA ZHU
Title: Professor (Karl P. Klassen Chair of Thoracic Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Extensions

*New Hire

(See Appendix X for background information, page XX)

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Resolution No. 2026-133

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

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

WHEREAS rule 3335-5-38 would align staff term lengths with those of faculty senators by defining staff service as two three-year periods; and

WHEREAS rule 3335-5-40 would align the staff alternate designee process with the faculty process; and

WHEREAS rule 3335-5-44 seeks to clarify the process for appointing designees to university senate for staff senators and student government representatives; and

WHEREAS rule 3335-5-48.5 would expand student representation on the Athletic Council — including a dedicated seat for an undergraduate student-athlete — while maintaining alumni engagement through a new ex-officio role; and

WHEREAS rule 3335-5-48.9 seeks to enhance the Committee on Academic Freedom and Responsibility by increasing faculty and staff membership and creating a chair-elect position to support effective leadership succession; and

WHEREAS rule 3335-5-48.8 revisions aim to modernize and clarify the honorary degree nomination process by updating balloting procedures and improving the accessibility of candidate dossiers; and

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

NOW THEREFORE

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

(See Appendix X for background information, page XX)

DEGREES AND CERTIFICATES

Resolution No. 2026-134

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

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

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

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 9, 2026, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

APPROVAL TO AWARD THE JOSEPH SULLIVANT MEDAL

Resolution No. 2026-135

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)

APPROVAL OF THE OPERATING BUDGET FOR FISCAL YEAR 2027

Resolution No. 2026-136

Synopsis: Approval is requested for the university's operating budget for the fiscal year ending June 30, 2027.

WHEREAS the State of Ohio biennial budget for State Fiscal Years 2026 and 2027, including funding levels for state institutions of higher education, has been enacted; and

WHEREAS tuition rates and mandatory fee levels for the Columbus and regional campuses for Academic Year 2026-2027 are proposed at the June 2026 meeting of the Board of Trustees; and

WHEREAS university administration recommends approval of the Fiscal Year 2027 Operating Budget for the fiscal year ending June 30, 2027:

NOW THEREFORE

BE IT RESOLVED, That the university's operating budget for the fiscal year ending June 30, 2027, as set forth in the accompanying Fiscal Year 2027 Operating Budget Book, is hereby approved, and

BE IT FURTHER RESOLVED, That authority is granted to the president to make expenditures in accordance with the approved budget and within projected sources.

(See Appendix X for background information, page XX)

**APPROVAL OF INTERIM CAPITAL INVESTMENT PLAN
FOR FISCAL YEAR 2027**

Resolution No. 2026-137

Synopsis: Authorization and acceptance of the Interim Capital Investment Plan for the fiscal year ending June 30, 2027, is proposed.

WHEREAS the state capital budget for Fiscal Years 2027 and 2028 has not yet been enacted; and

WHEREAS the Interim Capital Investment Plan will allow the university to begin or continue capital projects in support of strategic goals during the period from July 1, 2026, through September 3, 2026; and

WHEREAS the projects for which state capital funding has been requested are included in the Interim Capital Investment Plan but will not proceed until a bill has been enacted allocating funding to the university by the State of Ohio for capital projects; and

May 21 – June 3, 2026, Board of Trustees meetings

WHEREAS the recommended capital expenditures are the result of the university's comprehensive annual capital planning process; and

WHEREAS only those projects outlined in these recommendations will be approved for funding; and

WHEREAS the final Fiscal Year 2027 Capital Investment Plan will be presented for consideration at the September 2026 Board of Trustees meeting:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the Interim Capital Investment Plan for the fiscal year ending June 30, 2027; and

BE IT FURTHER RESOLVED, That any request for authorization to proceed with any project contained in these recommendations must be submitted individually by the university for approval by the Board of Trustees, as provided for by board policy.

(See Appendix X for background information, page XX)

**APPROVAL OF OHIO STATE ENERGY PARTNERS UTILITY SYSTEM
INTERIM CAPITAL IMPROVEMENTS PLAN FOR FISCAL YEAR 2027**

Resolution No. 2026-138

Utility System Lifecycle and Expansion Projects

Synopsis: Approval of Ohio State Energy Partners LLC ("OSEP") Fiscal Year 2027 interim capital improvements plan and authorization for OSEP to make capital improvements pursuant to the terms of the First Amended and Restated Long-Term Lease and Concession Agreement for The Ohio State University Utility System dated July 20, 2018, and as amended (the "Agreement"), is proposed.

WHEREAS the Agreement requires, OSEP to submit annually a utility system Capital Improvement Projects plan ("OSEP CIP") for university approval; and

WHEREAS the OSEP CIP includes requested approval of these utility system capital improvement projects for the fiscal year beginning July 1, 2026; and

WHEREAS the university has not finalized its capital investment plan for Fiscal Year 2027; and

WHEREAS it is necessary to begin or continue these time-sensitive utility system projects until the fiscal year operating and capital plans are finalized and adopted; and

WHEREAS OSEP has provided detailed descriptions of the proposed capital improvement projects, supporting technical data and analysis, pursuant to Section 4.3(c) of the Agreement; and

WHEREAS the utility system capital improvement projects will be delivered pursuant to the terms of the Agreement; and

WHEREAS the capital expenditures for the approved utility system projects will be added to the utility fee pursuant to the Agreement; and

WHEREAS certain cost categories of the utility system projects are currently subject to an ongoing dispute resolution pursuant to the Agreement; and

WHEREAS the university has reviewed and considered the financial, technical and operational aspects of the projects and the projects' alignment with university plans and sustainability goals; and

WHEREAS the Master Planning and Facilities Committee has reviewed the projects for alignment with all applicable campus plans and guidelines; and

WHEREAS the Finance and Investment Committee has reviewed the projects for alignment with the Capital Investment Plan and other applicable financial plans:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby authorizes OSEP to proceed with the Fiscal Year 2027 interim capital improvement plan utility system projects; and

BE IT FURTHER RESOLVED, That the Board of Trustees' approval of the final actual and allowable costs of these utility system projects is pending the results of the dispute resolution.

(See Appendix X for background information, page XX)

**APPROVAL OF 2026-2027 ACADEMIC YEAR TUITION AND
MANDATORY FEES**

Resolution No. 2026-139

Synopsis: Approval of tuition and mandatory fees, non-resident and international surcharges, room, and board rates for undergraduate and graduate students at all campuses of The Ohio State University for Academic Year 2026-2027.

WHEREAS the Board of Trustees of The Ohio State University supports the university's continued implementation of the Academic Plan and its initiatives to meet the needs of Ohio State students; and

WHEREAS the state budget contains higher education funding through the State Share of Instruction and special purpose appropriations; and

WHEREAS the university established the Ohio State Tuition Guarantee program in Fiscal Year 2018, which sets tuition, mandatory fees, and room and board rates for each incoming cohort of Ohio resident undergraduate students for four years; and

WHEREAS Ohio resident undergraduate students who began in the Tuition Guarantee prior to Fiscal Year 2024 will transition to the Tuition Guarantee cohort rate established for Fiscal Year 2024; and

WHEREAS Ohio resident undergraduate students in Tuition Guarantee cohorts that began in Fiscal Years 2024, 2025 and 2026 will continue at the rates established for their respective cohorts and therefore will experience no change (0%) in tuition, mandatory fees, and room and board rates for Academic Year 2026-2027; and

WHEREAS new first-year Ohio resident undergraduate students enrolling for 2026-27 will be part of a new Ohio State Tuition Guarantee cohort; and

WHEREAS Ohio Revised Code 3345.48 establishes that institutions with tuition guarantee programs may not increase the instructional and mandatory fees for each incoming class of first-year undergraduate students by more than 3.0% as allowed under the State of Ohio's FY2026-2027 biennial budget bill, Amended Substitute House Bill 96 of the 136th General Assembly; and

WHEREAS the university administration remains focused on student affordability and limiting college costs for all students consistent with the State of Ohio budget bill for the Academic Year 2026-2027; and

WHEREAS, the university administration now presents recommendations for tuition and mandatory fees and non-residential and international surcharges for the Columbus, Lima, Mansfield, Marion and Newark campuses and for the Agricultural Technical Institute (ATI) at Wooster for the Academic Year 2026-2027:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the recommendation of the administration and hereby approves rates for the Academic Year 2026-2027 for all campuses, effective autumn semester 2026, as follows and as outlined in the attached document:

- That tuition, mandatory fees housing rates and dining rates will be part of the Ohio State Tuition Guarantee for new first-year Ohio resident undergraduate students, and that tuition and mandatory fees for this cohort will increase by 3.0%. Changes to housing and dining rates are addressed in the 2026-2027 Academic Year User Fees and Charges resolution; and
- That tuition and mandatory fees for Ohio resident undergraduate students, not included in the Ohio State Tuition Guarantee program, will increase by 0.0%; and
- That tuition and mandatory fees will increase by 3.0% for graduate programs. Changes to differential fees for certain programs are addressed in the 2026-2027 Academic Year User Fees and Charges resolution; and
- That the non-resident surcharge for undergraduates shall increase by 5.0% and by 4.0% for most graduate programs. Exceptions for certain graduate programs are addressed in the 2026-2027 Academic Year User Fees and Charges resolution; and
- That the international surcharge for undergraduate students will not increase (0% change); and
- That the non-resident surcharge for a student taking all online course(s) over an entire semester and not pursuing an online degree or certificate program will be the same as the in-person student non-resident surcharge; and

- That the non-resident surcharge will not increase for a student pursuing an online degree or certificate program.

(See Appendix X for background information, page XX)

APPROVAL OF 2026-2027 ACADEMIC YEAR USER FEES AND CHARGES

Resolution No. 2026-140

Synopsis: User fees and charges at the Columbus and regional campuses of The Ohio State University for Academic Year 2026-2027, are proposed.

WHEREAS the Board of Trustees of The Ohio State University supports the university's continued implementation of the Academic Plan and its initiatives to meet the needs of Ohio State students; and

WHEREAS the university is committed to access, affordability and excellence; and

WHEREAS consultations have taken place within the university to determine the appropriate fees for graduate and professional programs, and student health insurance charges, as described in the accompanying text and tables, which have been reviewed and recommended:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the recommendation of the administration for the following rates, which are outlined in the attached document and will be effective autumn semester 2026:

- Graduate and professional fees, including differential instruction and clinical, as well as the non-resident surcharge; and
- Housing and dining plans; and Student health plan.

(See Appendix X for background information, page XX)

APPROVAL OF DIGITAL TEXTBOOK FEES

Resolution No. 2026-141

Synopsis: Approval of digital textbook pass-through fees at all campuses of The Ohio State University for the 2026-2027 academic year is proposed.

WHEREAS the university collects certain fees, known as pass-through fees, to recover the goods and services provided by third-party vendors that directly benefit students; and

WHEREAS the university does not seek to financially benefit from pass-through fees, but facilitates their collection in lieu of third-party billing when institutional involvement can reduce student costs, streamline billing or otherwise benefit students; and

WHEREAS the university has expanded the use of pass-through fees through the CarmenBooks textbook affordability initiative, under which students enrolled in participating courses receive required digital textbooks at substantially discounted rates compared to traditional materials; and

WHEREAS the CarmenBooks pilot program approved by the Board of Trustees in spring semester 2019 (Resolution No. 2019-08) has expanded significantly and is projected to save students approximately \$6.9 million for the 2026-2027 academic year:

NOW THEREFORE:

BE IT RESOLVED, That the Board of Trustees hereby approves the assessment of digital textbook pass-through rates for the 2026-2027 academic year for all campuses, effective autumn semester 2026, as follows and as outlined in the attached document.

(See Appendix X for background information, page XX)

AUTHORIZATION FOR DESIGNATED OFFICIALS TO BUY, SELL, ASSIGN AND TRANSFER, ALSO TO DEPOSIT OR WITHDRAW FUNDS FROM BANK AND INVESTMENT ACCOUNTS, TO DESIGNATE DEPOSITORIES AND TO EXECUTE TREASURY- AND INSURANCE-RELATED AGREEMENTS

Resolution No. 2026-142

Synopsis: Authorization for designated officials to buy, sell, assign and transfer securities, to deposit or withdraw funds from bank and investment accounts held in the name of The Ohio State University, to designate depositories, and to execute treasury and insurance related agreements, is proposed.

WHEREAS designated officials of the university buy, sell, assign and transfer stocks, bonds and other financial instruments owned by The Ohio State University; and

WHEREAS various financial institutions are designated as depositories of The Ohio State University; and

WHEREAS accounts at various financial institutions are opened and maintained in the name of The Ohio State University; and

WHEREAS designated officials of the university are responsible for the procurement and management of the university's insurance programs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby authorizes the university Treasurer and/or the university Senior Vice President for Business and Finance or their designees to buy, sell, assign and transfer any and all stocks, bonds, evidences of interest and/or indebtedness, rights and options to acquire or to sell the same, and all other securities corporate or otherwise, standing in the name of or belonging to The Ohio State University in any capacity; and

BE IT FURTHER RESOLVED, That the university Treasurer and/or the university Senior Vice President for Business and Finance or their designees be authorized to designate various financial institutions as depositories and/or custodians for The Ohio State University, and to open and maintain accounts and enter into agreements at institutions providing financial products and services in the name of The Ohio State University; to engage in and sign agreements for bank financing, underwriting, brokerage, leasing, equipment financing, deposits, foreign currency exchange, hedging vehicles including forwards, futures, swaps and options, financial advisory services; and

BE IT FURTHER RESOLVED, That the university Treasurer and/or the university Senior Vice President for Business and Finance or their designees be authorized, on behalf of The Ohio State University and in its name, to sign checks, drafts, notes, bills of exchange, letters of credit, acceptances, electronic fund transfers or other orders for the payment of money from said accounts; to endorse in writing or by stamp checks, notes, bills, certificates of deposit, or other instruments owned or held by the university for deposit in said accounts or for collection or discount by said banks; to accept drafts, acceptances and other instruments payable to said banks; to waive, demand, protest, file notice of protest, or dishonor any check, note, bill, draft, or other instrument made, drawn, or endorsed by the university; and

BE IT FURTHER RESOLVED, That the university Treasurer and/or the university Senior Vice President for Business and Finance or their designees be authorized to engage in insurance-related transactions and sign insurance-related agreements to ensure coverage that best fits the needs of The Ohio State University to include, but not be limited to, insurance carrier, consulting and broker agreements, emergency response services, and third-party claim administrator contracts.

(See Appendix X for background information, page XX)

APPOINTMENT AND REAPPOINTMENTS TO THE SELF-INSURANCE BOARD

Resolution No. 2026-143

Synopsis: Appointment and reappointment of members to the Self-Insurance Board is proposed.

WHEREAS the Board of Trustees directed that a Self-Insurance Board be established to oversee the University Self-Insurance Program; and

WHEREAS all members of the Self-Insurance Board are appointed by The Ohio State University Board of Trustees upon recommendation of the president; and

WHEREAS the terms of members Douglas Robinette, Michael Leach and Demetries Neely expire on June 30, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the following individuals be reappointed as members of the Self-Insurance Board effective July 1, 2026, for the terms specified below:

Michael Leach, term ending June 30, 2028
Demetries Neely, term ending June 30, 2028

BE IT FURTHER RESOLVED, That the Board of Trustees hereby approves that the following individual be appointed as a member of the Self-Insurance Board effective July 1, 2026, for the term specified below:

Mark Russell, term ending June 30, 2028

BE IT FURTHER RESOLVED, That these appointments entitle each member to any immunity, insurance or indemnity protection to which officers and employees of the University are, or hereafter may become, entitled.

APPROVAL OF THE UNIVERSITY FOUNDATION REPORT

Resolution No. 2026-144

Synopsis: Approval of the University Foundation Report as of April 30, 2026, is proposed.

WHEREAS monies are solicited and received on behalf of the university from alumni, industry and various individuals in support of research, instructional activities and service; and

WHEREAS such gifts are received through The Ohio State University Foundation; and

WHEREAS this report includes: (i) the establishment of four (4) endowed chairs as part of the Provost's Endowed Chair Matching Program: the James and Patricia Dietz Endowed Chair in Chemical Engineering, the Maryann Z. and Larry Kennedy Endowed Chair in Drug Discovery, the Bernard and LaJune Cohen Endowed Chair in Neurodegenerative Disease Research, The Tom and Debra Feeney Family Endowed Chair in Psychiatry and Behavioral Health; two (2) endowed chairs: the Buckeye Cruise for Cancer Chair, the Thomas F. Mauger and L. Carol Laxson Chair for Ophthalmology Research; two (2) endowed professorships: the Natalie M. Knutsen Professorship, The Williamson Family Professorship; eight (8) scholarships as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; and twenty-eight (28) additional named endowed funds; (ii) the revision of twenty (20) named endowed funds:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of April 30, 2026.

(See Appendix X for background information, page XX)

NAMING OF THE TIMASHEV TECHNOLOGY TOWER

Resolution No. 2026-145

IN THE INNOVATION DISTRICT

Synopsis: Approval for the naming of the Commercialization and Entrepreneurship Center in the Innovation District is proposed.

WHEREAS the Commercialization and Entrepreneurship Center will be adjacent to the Pelotonia Research Center and Energy Advancement and Innovation Center in the Innovation District; and

WHEREAS the building is planned as a multi-tenant facility supporting both research and technology focused uses; and

WHEREAS The Timashev Family Foundation has provided significant contributions to the Enterprise for Research, Innovation and Knowledge to construct a new software innovation building; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of The Timashev Family Foundation's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the building the aforementioned space be named the Timashev Technology Tower.

NAMING OF DR. CHARLES W. PAVEY II NEWBORN NURSERY

Resolution No. 2026-146

IN UNIVERSITY HOSPITAL

Synopsis: Approval for the naming of the newborn nursery (24306E) in the University Hospital located at 650 W. 10th Ave. is proposed.

WHEREAS The Ohio State University took a major step forward with the development of the new University Hospital that, combined with modern educational space, is enhancing a unified Ohio State Wexner Medical Center campus; and

WHEREAS the Ohio State Wexner Medical Center campus provides leading-edge research, outstanding clinical training and world-class patient care; and

WHEREAS the family of Dr. Charles and Gwendolyn Pavey have provided significant contributions to the Wexner Medical Center and University Hospital; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the philanthropic support from the family of Dr. Charles and Gwendolyn Pavey, the Board of Trustees hereby approves in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the newborn nursery be named the Dr. Charles W. Pavey II Newborn Nursery.

NAMING OF THE DAVID M. GALTON DAIRY DISPLAY HALL

Resolution No. 2026-147

IN WATERMAN DAIRY

Synopsis: Approval for the naming of the display hall in Waterman Dairy, located at the Waterman Agricultural and Natural Resources Laboratory, is proposed.

WHEREAS The College of Food, Agricultural, and Environmental Sciences (CFAES) works to sustain life every day through teaching, research and extension statewide on all of our campuses; and

WHEREAS the Waterman Dairy supports the CFAES mission of education, research, and outreach and engagement by providing a state-of-the-art dairy facility for teaching, outreach, research and public interaction and education regarding the use of precision animal agriculture via technology; and

WHEREAS Dennis and Deborah Mahle have provided significant contributions to the Waterman Dairy; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Dennis and Deborah Mahle's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the David M. Galton Dairy Display Hall.

NAMING OF INTERNAL SPACES

Resolution No. 2026-148

IN CAMPBELL HALL

Synopsis: Approval for the naming of internal spaces in Campbell Hall, located at 1787 Neil Ave., is proposed.

WHEREAS the newly renovated Campbell Hall will function as an aspirational community space reflective of the College of Education and Human Ecology's culture and core values; and

WHEREAS the building will incorporate state-of-the-art design and flexible and accessible spaces to nurture critical thinking, foster experiential learning and promote collaborative work; and

WHEREAS the donors listed below have provided significant contributions toward Campbell Hall renovations and the College of Education and Human Ecology; and

- Cameron Mitchell Restaurants
- Jo Kister
- Kat and Gerald DePizzo
- Geraldine Schottenstein

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the internal spaces be named the following:

- Cameron Mitchell Restaurants Plaza
- Kister Family Commons
- Kat DePizzo Innovation Lab
- The Geraldine Schottenstein Lobby
- The Geraldine Schottenstein Gallery

NAMING OF INTERNAL SPACES

Resolution No. 2026-149

IN ENGINEERING RESEARCH AND EDUCATION LABORATORIES

Synopsis: Approval for the naming of internal spaces in Engineering Research and Education Laboratories, located at the corner of Woodruff Avenue and College Road, is proposed.

WHEREAS The College of Engineering's new Engineering Research and Education Laboratories facility is being built to capitalize on the momentum and gains in education, research, innovation and economic well-being; and

WHEREAS Engineering Research and Education Laboratories will create collaborative spaces for the university's highly ranked Departments of Materials Science and Engineering, Biomedical Engineering and the William G. Lowrie Department of Chemical and Biomolecular Engineering, spurring new ways of conducting research, new improvements to human health and new partnerships to advance Ohio businesses; and

WHEREAS the donors listed below have provided significant contributions to the construction of Engineering Research and Education Laboratories; and

- Mark Tabler and Janice Tabler
- Vertiv
- John Baysore and Virginia Baysore
- Paul Bigley

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces named the following:

- Mark G. Tabler Makerspace (rm. 1320)
- Vertiv Makerspace (rm. 1260)
- Vertiv Design Foundations Lab (rm. 2230)
- Vertiv Core Foundations Lab (rm. 2240)
- Baysore Family Collaboration Space (rm. 4235)
- Baysore Family Seminar Room (rm. 4230)
- Baysore Family Lab (rm. 4240)
- Baysore Family Conference Room (rm. 4243)
- Baysore Family Collaboration Space (rm. 4227)
- Baysore Family Huddle Room (rm. 4229)
- Paul Bigley '61 Inspire and Impact Huddle Room (rm. 3249)

NAMING OF INTERNAL SPACES

Resolution No. 2026-150

IN THE MULTISPECIES ANIMAL LEARNING COMPLEX

Synopsis: Approval for the naming of internal spaces in the Multispecies Animal Learning Complex (MALC), located in the Waterman Agricultural and Natural Resources Laboratory, is proposed.

WHEREAS The College of Food, Agricultural, and Environmental Sciences (CFAES) works to sustain life every day through teaching, research and extension statewide on all of our campuses; and

WHEREAS the MALC supports the CFAES mission of education, research and outreach and engagement by bringing people and animals together in a state-of-the-art facility that will be used by Ohio State students and public learners of all ages alike; and

WHEREAS the donors listed below have provided significant contributions toward the construction of the MALC; and

- Dennis and Deborah Mahle
- Clifford Baughman
- C. Dale and Carol Baughman

May 21 – June 3, 2026, Board of Trustees meetings

- Patricia Brundige
- Ohio Poultry Association
- Scott Scherff and Cathy Widders

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces be named the following:

- Mahle Family Classroom (rm. 115)
- Clifford and Dale Baughman Outreach & Engagement Room (rm. 101)
- Patricia Kunz Brundige Classroom (rm. 119)
- Thomas E. Nygren Lab (rm. 121)
- Ohio Poultry Association Multipurpose Space (rm. D119)
- Steven C. Scherff Memorial Staff Office (rm. 123)

NAMING OF ROADWAYS

Resolution No. 2026-151

IN THE OHIO STATE UNIVERSITY AT NEWARK

Synopsis: Approval for the name of a new roadway at The Ohio State University at Newark campus as University Drive and to change the name of a portion of the existing University Drive to Partnership Way, is proposed.

WHEREAS construction and growth at The Ohio State University at Newark has created a new roadway and the City of Newark has requested the name of the existing roadway be changed; and

WHEREAS renaming the existing road and naming the new road allows for efficient navigation of The Ohio State University at Newark campus and complies with the City of Newark's request; and

WHEREAS Planning, Architecture and Real Estate recommends this change; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned roadways be named University Drive and Partnership Way.

APPROVAL OF FISCAL YEAR 2027 INTERNAL AUDIT PLAN

Resolution No. 2026-152

Synopsis: Approval of the Fiscal Year 2027 internal audit plan is proposed.

WHEREAS the Department of Internal Audit provides independent and advisory assurance and consulting services designed to add value and improve the operations of The Ohio State University; and

WHEREAS the Department of Internal Audit governs itself by adherence to the mandatory elements of The Institute of Internal Auditors' Global Internal Audit Standards™, which includes presenting its internal audit plan to the university's Board of Trustees for approval; and

WHEREAS the Department of Internal Audit presented its FY2027 internal audit plan to the Legal, Audit, Risk and Compliance Committee:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the FY27 Internal Audit Plan.

(See Appendix X for background information, page XX)

**APPROVAL TO ENTER INTO//INCREASE PROFESSIONAL SERVICES AND
ENTER INTO//INCREASE CONSTRUCTION CONTRACTS**

Resolution No. 2026-153

APPROVAL TO ENTER INTO PROFESSIONAL SERVICES CONTRACTS

EAST HOSPITAL – CATH LAB
FISHER COLLEGE OF BUSINESS FACILITY IMPROVEMENTS

**APPROVAL TO ENTER INTO//INCREASE PROFESSIONAL SERVICES AND CONSTRUCTION
CONTRACTS**

BLANKENSHIP HALL UPGRADES
MIDWEST CAMPUS CHILLED WATER CONNECTIONS
OHIO STADIUM, WHAC VIDEO BOARD/AUDIO UPGRADES

APPROVAL TO ENTER INTO CONSTRUCTION CONTRACTS

DHLRI – FIRE AND HVAC SYSTEM RENEWAL
DOAN – REPLACE PET/CT WITH BIOGRAPH

Synopsis: Authorization to enter into/increase professional services and construction contracts, as detailed in the attached materials, is proposed.

WHEREAS in accordance with the attached materials, the University desires to enter into professional services contracts for the following projects; and

	Prof. Serv. Approval Requested	Total Requested	
East Hospital – Cath Lab	\$0.6M	\$0.6M	Auxiliary funds
Fisher College of Business Facility Improvements	\$9.0M	\$9.0M	University funds

WHEREAS in accordance with the attached materials, the University desires to enter into/increase professional services contracts and enter into/increase construction contracts for the following projects; and

	Prof. Serv. Approval Requested	Construction Approval Requested	Total Requested	
Blankenship Hall Upgrades	\$0.3M	\$14.6M	\$14.9M	University funds
Midwest Campus Chilled Water Connections	\$1.0M	\$9.6M	\$10.6M	University funds Partner funds (OSEP/ENGIE)
Ohio Stadium, WHAC Video Board/Audio Upgrades	\$1.7M	\$21.1M	\$22.8M	Auxiliary funds University debt

WHEREAS in accordance with the attached materials, the University desires to enter into construction contracts for the following projects; and

	Construction Approval Requested	Total Requested	
DHLRI – Fire and HVAC System Renewal	\$5.5M	\$5.5M	University funds
Doan – Replace PET/CT with Biograph	\$6.4M	\$6.4M	Auxiliary funds

WHEREAS the Master Planning and Facilities Committee has reviewed the projects listed above for alignment with all applicable campus plans and guidelines:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance be authorized to enter into/increase professional services and construction contracts for the projects listed above in accordance with established university and State of Ohio procedures, with all actions to be reported to the board at the appropriate time.

(See Appendix X for background information, page XX)

APPROVAL FOR ACQUISITION OF REAL PROPERTY

Resolution No. 2026-154

16+/- ACRES AT UNIVERSITY BOULEVARD,
DUBLIN, FRANKLIN COUNTY, OHIO

Synopsis: Authorization to acquire unimproved real property located at University Boulevard, Dublin, Franklin County, Ohio, is proposed.

WHEREAS The Ohio State University seeks to acquire approximately 16 acres of unimproved real property located at University Boulevard, adjacent to the Outpatient Care Dublin facility, identified as Franklin County parcel number 274-012327 at an acquisition price of \$2,934,000; and

WHEREAS the City of Dublin ("Dublin") has agreed to transfer and convey ownership of the additional adjacent acreage to the University pursuant to a Real Estate Purchase and Sale Agreement (the "Agreement"). Under the Agreement, Dublin retains the option to require the University to reconvey the property to Dublin if the University fails to satisfy specified terms and conditions, as set forth in a property reconveyance escrow agreement or a similar agreement to be executed contemporaneously with the Agreement; and

WHEREAS the acquisition of this property supports the Wexner Medical Center's long term strategic plan:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the purchase and potential reconveyance to Dublin of the aforementioned property upon terms and conditions deemed to be in the best interest of the university and, at an acquisition price at or below the appraised value. If a reconveyance becomes necessary, the reconveyance price will equal the university's acquisition price.

(See Appendix X for background information, page XX)

APPROVAL FOR ACQUISITION OF REAL PROPERTY

Resolution No. 2026-155

17.1 +/- ACRES AND 12.4 +/- ACRES AT 10190 BLACKLICK-EASTERN ROAD
NW, VIOLET TOWNSHIP, FAIRFIELD COUNTY, OHIO

Synopsis: Authorization to acquire unimproved real property located at 10190 Blacklick-Eastern Road NW, Violet Township, Fairfield County, Ohio.

WHEREAS The Ohio State University seeks to acquire 17.1 +/- acres of unimproved real property located at 10190 Blacklick-Eastern Road NW in Violet Township, Fairfield County, identified as a portion of Fairfield County parcel number 036-00734-00 and referred to as Phase I Parcel; and

WHEREAS The Ohio State University seeks to acquire 12.4 +/- acres of unimproved real property located at 10190 Blacklick-Eastern Road NW in Violet Township, Fairfield County, identified as a portion of Fairfield County parcel number 036-00734-00 and referred to as Phase II Parcel; and

WHEREAS the acquisition price of both tracts is \$8,750,000, as may be adjusted per the contract; and

WHEREAS the acquisition of the Phase I Parcel and Phase II Parcel properties is strategically important to supporting the objectives of the Wexner Medical Center ambulatory care strategy; and

WHEREAS Violet Township will be responsible for the installation and construction of certain public infrastructure improvements; and

WHEREAS the Wexner Medical Center will provide funding for the acquisition and subsequent development of the properties:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the purchase of the aforementioned properties upon the terms and conditions deemed to be in the best interest of the university.

(See Appendix X for background information, page XX)

**APPROVAL FOR EXECUTION OF AN
ECONOMIC DEVELOPMENT AGREEMENT AMENDMENT**

Resolution No. 2026-156

50+/- ACRES AT 6700 UNIVERSITY BOULEVARD,
DUBLIN, FRANKLIN COUNTY, OHIO

Synopsis: Authorization to enter into an amendment of an Economic Development Agreement related to property located at 6700 University Boulevard, Dublin, Franklin County, Ohio, is proposed.

WHEREAS The Ohio State University entered into an Economic Development Agreement ("EDA") with the City of Dublin, Ohio ("Dublin") in May 2019 as approved in Resolution 2019-63 encompassing +/- 34 acres of unimproved land upon which the Outpatient Care Dublin facility was constructed: and

WHEREAS the EDA outlined agreement between the parties as to development of the original site; and

WHEREAS the university intends to acquire an additional adjacent +/- 16 acres of unimproved land from Dublin and wishes to amend the EDA to add the acreage to the EDA and document, among other items, public infrastructure work to be performed by Dublin:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the amendment to the Economic Development Agreement upon terms and conditions deemed to be in the best interest of the university.

AUTHORIZATION TO ENTER INTO A LONG-TERM LEASE

Resolution No. 2026-157

17 SOUTH HIGH STREET, COLUMBUS, OHIO

Synopsis: Authorization to negotiate and enter into a lease agreement for approximately 200,000 square feet in the building located at 17 South High Street, City of Columbus, Franklin County, Ohio, and formerly known as the "Capitol Square Building."

WHEREAS The Ohio State University, as tenant, seeks to lease approximately 200,000 square feet of space in the building formerly known as the Capitol Square Building located at 17 South High Street, City of Columbus, Franklin County, Ohio, identified as parcel numbers 010-011453, 010-023445, and 010-027309; and

WHEREAS the lease will be for a term of at least 20 years, and the university will make such rent, occupancy payments and other payments as required by the terms of the lease; and

WHEREAS the landlord shall agree to perform, or cause to be performed, certain building renovations according to certain plans and specifications approved by the university; and

WHEREAS lease of the property promotes a greater university presence in downtown Columbus and is strategically important to supporting the objectives of The Ohio State University:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby authorizes that the president and/or senior vice president for business and finance, in consultation with the chair of the Finance and Investment Committee and the chair of the Master Planning and Facilities Committee, be authorized to enter into a lease providing for the occupancy of approximately 200,000 square feet of space in the building formerly known as the Capitol Square Building located at 17 South High Street, City of Columbus, Franklin County, Ohio, on such terms and conditions as deemed to be in the best interest of the university.

(See Appendix X for background information, page XX)

APPROVAL FOR ACQUISITION OF REAL PROPERTY

Resolution No. 2026-158

0.24 +/- ACRES AT 104-110 WEST 10TH AVENUE AND 1593-1599 HUNTER AVENUE, COLUMBUS, FRANKLIN COUNTY, OHIO

Synopsis: Authorization to acquire real property located at 104-110 West 10th Avenue and 1593-1599 Hunter Avenue, Columbus, Franklin County, Ohio, is proposed.

WHEREAS The Ohio State University seeks to acquire approximately 0.24 acres of improved real property located at 104-110 West 10th Avenue and 1593-1599 Hunter Avenue, identified as Franklin County parcel number 010-033375 at a price of \$2,325,000; and

WHEREAS the acquisition of this property supports the strategic investment of land assets in support of the university's current and future needs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the purchase of the aforementioned property upon terms and conditions deemed to be in the best interest of the university and at a purchase price not to exceed \$2,325,000.

(See Appendix X for background information, page XX)

APPROVAL FOR DISPOSITION OF REAL PROPERTY

Resolution No. 2026-159

3.3 +/- ACRES AT 2072 SECREST ROAD,
WAYNE COUNTY, WOOSTER, OHIO

Synopsis: Authorization to sell real property located at 2072 Secrest Road, Wayne County, Wooster, Ohio, is proposed.

WHEREAS The Ohio State University seeks to sell approximately 3.3 acres of improved real property located at 2072 Secrest Road, Wooster, Ohio, identified as a portion of Wayne County parcel number 66-00128.000 and located north of the CFAES Wooster Campus core at a sale price of \$115,000; and

WHEREAS the sale of this property supports the strategic divestment of land assets in support of the university's current and future needs; and

WHEREAS the administration has identified this site as excess and no longer aligned with current and future planned needs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the sale of the aforementioned property upon terms and conditions deemed to be in the best interest of the university and at a sale price at or above the appraised value.

(See Appendix X for background information, page XX)

APPROVAL TO RENEW AND EXTEND LEASE OF REAL PROPERTY

Resolution No. 2026-160

262-264 WEST LANE AVENUE
COLUMBUS, FRANKLIN COUNTY, OHIO

Synopsis: Authorization for the university to extend the term of an existing lease of an apartment building located at 262-264 West Lane Avenue, Columbus, Franklin County, Ohio, is proposed.

WHEREAS The Ohio State University seeks authority to extend the lease of an apartment building located at 262-264 West Lane Avenue in Columbus, Ohio, through the exercise of one or two renewal options; and

WHEREAS the apartments are needed for university purposes, including the housing of university students:

NOW THEREFORE

BE IT RESOLVED, That the president and/or senior vice president for business and finance shall be authorized to take any action required to extend the building lease through the exercise of one or two renewal options on terms and conditions deemed to be in the best interest of the university.

(See Appendix X for background information, page XX)

APPROVAL FOR BULK LEASE OF APARTMENTS

Resolution No. 2026-161

1494 NORTH HIGH STREET
COLUMBUS, FRANKLIN COUNTY, OHIO

Synopsis: Authorization to lease apartments located at 1494 North High Street, Columbus, Franklin County, Ohio, is proposed.

WHEREAS The Ohio State University seeks to lease apartment units at the building located at 1494 N. High Street in Columbus, Ohio, and adjacent to the South Campus Gateway; and

WHEREAS the apartments are needed for university purposes, including the housing of university students:

NOW THEREFORE

BE IT RESOLVED, That the president and/or senior vice president for business and finance shall be authorized to take any action required to effect the lease of the apartments on terms and conditions deemed to be in the best interest of the university.

(See Appendix X for background information, page XX)

**RATIFICATION IN PRINCIPLE OF PROPOSAL TO RESOLVE CLAIMS
INVOLVING RICHARD STRAUSS**

Resolution No. 2026-162

Synopsis: Approval and ratification of the university's acceptance in principle of a mediator's proposal to resolve claims involving Richard Strauss, and authorization for the General Counsel, with approval from the Ohio Attorney General, to finalize and execute individual settlement agreements and take all actions necessary to implement the resolutions.

WHEREAS, The Ohio State University has been engaged in ongoing litigation and mediation proceedings involving claims related to Richard Strauss; and

WHEREAS, the university has participated in a court-directed mediation process, including with mediator Judge Layn Phillips, to pursue a fair a resolution of these claims; and

WHEREAS, the proposed resolution reflects careful consideration of litigation risk, cost and the university's continued commitment to achieving a fair and responsible outcome; and

WHEREAS, the proposed individual settlements are anticipated to result in total expenditures of approximately \$100,000,000 for the current resolutions:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves and ratifies the university's acceptance in principle of the mediator's proposal to resolve claims involving Richard Strauss; and

BE IT FURTHER RESOLVED, That the Board of Trustees hereby authorizes the General Counsel, in coordination with the Ohio Attorney General, to finalize, execute and implement individual settlement agreements consistent with the terms of the mediator's proposal; and

BE IT FURTHER RESOLVED, That the Board of Trustees authorizes the expenditure of funds necessary to implement such settlements, consistent with the financial parameters described above; and

BE IT FURTHER RESOLVED, That the General Counsel is authorized to take all actions necessary and appropriate to implement the resolution, including addressing any remaining claims through continued litigation or resolution as appropriate.

Mr. Zeiger:

We will now proceed with the votes on the matters before the board. We will have two roll-call votes today. The first will be to approve item No. 12 on our consent agenda, which is faculty personnel actions. Ms. Kara Trott has been advised to abstain.

Upon the motion of Mr. Zeiger, seconded by Mr. Kaplan, the Board of Trustees adopted the Resolution No. 2026-132 by roll-call vote, cast by the following trustees: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mrs. Kiggin, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos and Mr. Tiberi. Ms. Trott abstained.

Ms. Eveland:

Motion carries.

Upon the motion of Mr. Zeiger, seconded by Mr. Heminger, the Board of Trustees adopted the remaining resolutions by roll-call vote, cast by the following trustees: Mr. Zeiger, Ms. Kessler, Mr. Heminger, Ms. Holcombe, Mr. Kaplan, Mrs. Harsh, Dr. Wilkinson, Mrs. Kiggin, Mr. Mitevski, Mr. Bigby, Mr. Perez, Mr. Kastan, Mr. Skestos, Ms. Trott and Mr. Tiberi.

Ms. Eveland:

Motion carries.

Mr. Zeiger:

Thank you. There being no further business before the board, our meeting is adjourned.

The meeting adjourned at 4:40 p.m.

Attest:

John W. Zeiger
Chairman

Jessica A. Eveland
Secretary

RESOLUTIONS IN MEMORIAM

Synopsis: Approval of Resolutions in Memoriam is proposed.

BE IT RESOLVED, That the Board of Trustees hereby approves the attached Resolutions in Memoriam and that the president be requested to convey copies to the families of the deceased.

Edward J. Behrman
R. Bruce Curry
James R. "Jim" Helt
Floyd L. Herum
Michael Jon Kindred
Cheryl Lee Krueger
Robert Frederic Lawson
Sheila J. Marion
Thomas Edgar Noyes
John D. Ong
Russell M. Pitzer
Richard P. Swenson

EDWARD J. BEHRMAN

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death, on March 7, 2026, of Edward “Ned” J. Behrman, professor emeritus in the Department of Chemistry and Biochemistry in the College of Arts and Sciences. He was 95.

Professor Behrman was born in Manhattan, New York. He received his BS (1952) in zoology from Yale University and his PhD (1956) in biochemistry from the University of California, Berkeley. His doctoral research, which focused on degradation of nicotinic acid, was performed in the laboratory of Professor Roger Stanier. From 1957 to 1965, he held various positions ranging from a post-doctoral fellow at Harvard University (Advisor: Bernie Pitt) to a research assistant professor at Brown University (Mentor: John Edwards). From 1965, he was a faculty member in the Department of Biochemistry (now Chemistry & Biochemistry since 2012), where he made numerous contributions to OSU's research and teaching mission.

Professor Behrman's research interests encompassed nitrogen heterocycles, sugars and sugar phosphates, nucleotides including sugar nucleotides, peroxides, and applications of osmium chemistry to the modification of nucleic acids and proteins. He was adept at chemical synthesis, often developing new methods to make compounds that had either proven elusive (e.g., β -L-fucopyranosyl phosphate) or newly discovered metabolites that were not synthesized previously (e.g., fructose-asparagine). His longstanding expertise was in peroxydisulfate chemistry, and his kinetic studies of Elbs and Boyland-Sims oxidations helped establish the mechanisms of these reactions and contributed to diverse fields, such as polymer chemistry and remediation of toxic contaminants. He tinkered at the bench even in his early 90s, often gleaming with childlike delight upon successful synthesis or crystallization of a new molecule.

Over 40 years, Professor Behrman taught many courses in biochemistry, challenging students with higher-order thinking. His research trainees saw him as an egoless, curious, insightful, humble and patient teacher, who showed by example how to conduct research with integrity. He championed their independence yet provided guidance to ensure timely publications and career advances.

Professor Behrman was a renaissance man with a profound love of learning and a deep knowledge in arts and sciences. He loved fine writing and reading books of various genres. In fact, his colleagues considered him a walking encyclopedia and routinely sought his input. Unfailingly, they left enriched after a conversation with him and often with an assigned reading of a book or article! His ink — characterized by concise prose devoid of adjectives — reflected his stress on observation over evaluation. He published numerous articles, including corrections to the literature because he felt that any assault on the accuracy of information, scientific or otherwise, should be remedied. In these endeavors, he was guided by his core values, common sense and unshakeable logic — all of which perfectly captured his free spirit.

Professor Behrman lived on a large farm where he treasured his ties to nature and planted hundreds of trees long before urban green planning became the vogue. His sense of empathy was reflected in his lifelong love of dogs. He took up playing cello while at Yale and played chamber music quartets until a few weeks before his death. His sharp memory for a wide music repertoire was remarkable.

EDWARD J. BEHRMAN (cont.)

Professor Behrman will be remembered for his absolute devotion to science and his dogged pursuit of research questions out of sheer curiosity, unalloyed to any other gain. He was a role model for rigor and integrity, and leaves behind a legacy shaped by his broad scholarship in science, history, music and literature. Given his love of classics, it is fitting to close by citing Thucydides: "What you leave behind is not what is engraved in stone monuments, but what is woven into the lives of others."

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Edward J. Behrman its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and appreciation.

R. BRUCE CURRY

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death of R. Bruce Curry, professor emeritus in the Department of Food, Agricultural and Biological Engineering in the College of Food, Agricultural, and Environmental Sciences.

Professor R. Bruce Curry devoted his career to advancing agricultural engineering through research, teaching and professional service. Raised on a family farm in Kansas, he earned degrees from Kansas State University, Colorado State University and the University of Missouri before joining The Ohio State University in 1960 as an assistant professor at the Ohio Agricultural Research and Development Center in Wooster. During his 27-year career, he rose through the faculty ranks, served as associate chair and retired as professor in 1987.

Professor Curry was a pioneering scholar who helped establish the scientific foundation for agricultural systems modeling. Following a 1967 sabbatical at the University of Cambridge, he became one of the first agricultural engineers to apply dynamic computer simulation to plant growth. His Dynamic Simulation of Plant Growth model and SOYMOD soybean simulator advanced understanding of crop physiology, plant-water relations and environmental stress, laying the groundwork for modern crop growth and decision-support models.

Professor Curry developed Ohio's first automated agricultural weather station network, providing environmental information for producers, researchers and Extension professionals while serving as a model nationwide. As co-founder of the Biological Systems Simulation Group, he advanced international collaboration in plant growth and climate modeling. His 1990 *Nature* article, "Global Climate Change and U.S. Agriculture," was among the earliest comprehensive assessments of climate change impacts on American agriculture.

His accomplishments were recognized through election as a Fellow of the American Association for the Advancement of Science and the American Society of Agricultural and Biological Engineers. He was also a founding member of Alpha Epsilon, the honor society for agricultural engineering. Professor Curry is remembered as an innovative scientist, educator and mentor whose work strengthened Ohio State and advanced agricultural engineering worldwide.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor R. Bruce Curry its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and appreciation.

JAMES R. "JIM" HELT

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on June 15, 2026, of James R. "Jim" Helt, associate professor emeritus with The Ohio State University in the College of Food, Agricultural, and Environmental Sciences (CFAES).

Mr. Helt began his distinguished and impactful career with Ohio State University Extension on August 1, 1961, as associate county agent for 4-H youth development in Hamilton County. He was then promoted to serve as county 4-H agent from July 1, 1962, to September 30, 1965. Mr. Helt served as county 4-H agent in Pickaway County from October 1, 1965, to June 30, 1967.

Mr. Helt then served as an Extension area 4-H agent before being promoted to area supervisor and then associate state 4-H leader. He served as assistant director and state leader for the Ohio 4-H Youth Development program from 1989 to September 30, 1993, when he retired.

He was rehired in January 1994 by the university to work as a development officer for CFAES and the Ohio 4-H Foundation Board of Trustees. Before he retired again on May 30, 2008, Mr. Helt raised \$30 million for scholarships, endowment funds and other youth opportunities. His efforts were integral to the fundraising campaign to build the Nationwide and Ohio Farm Bureau 4-H Center on Ohio State's Columbus campus.

Throughout his career, Mr. Helt created many opportunities for youth in Ohio. He significantly increased Ohio 4-H membership, pioneered the first urban 4-H programs in Cincinnati, helped establish innovative programs to serve at-risk youth, and developed programs to train Ohio 4-H volunteers. Mr. Helt and his wife, Marlene, have been lifelong donors to Ohio State; and before his death, they reached a milestone of financially supporting youth in 4-H for 50 years.

Mr. Helt also served his colleagues as president of the Ohio Cooperative Extension Agents' Association, the Ohio Extension Professors Association and the (Ohio) Alpha Eta Chapter of Epsilon Sigma Phi, as well as Gamma Sigma Delta.

In recognition of accomplishments during his 47-year career, Mr. Helt was inducted into the National 4-H Hall of Fame in 2023. He received a Meritorious Service Award from the CFAES Alumni Society in 2014. He also was inducted into the Ohio Agricultural Hall of Fame in 2008, as well as the Ohio State Fair Hall of Fame and the Ohio 4-H Hall of Fame prior to that. Mr. Helt received a Distinguished Service Award via the National Association of Extension 4-H Agents.

Mr. Helt earned his bachelor's degree in agricultural education in 1961 and his master's degree in agricultural education in 1972, both from The Ohio State University.

On behalf of the university community, the Ohio State Board of Trustees expresses to the family of James R. "Jim" Helt its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and a copy be tendered to his family as an expression of the Board's heartfelt sympathy and appreciation.

FLOYD L. HERUM

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death, on January 12, 2026, of Floyd L. Herum, professor emeritus in the Department of Food, Agricultural and Biological Engineering in the College of Food, Agricultural, and Environmental Sciences. He was 97.

Professor Herum received bachelor's and master's degrees in agricultural engineering from Iowa State University and a doctoral degree in agricultural engineering from Purdue University. He subsequently joined The Ohio State University, where he served for 26 years as a faculty member before retiring as professor emeritus.

Professor Herum developed a respected program in grain handling, drying, storage and post-harvest processing. His research advanced understanding of grain drying systems, grain quality preservation, mechanical damage during handling and the engineering properties of agricultural materials. This work contributed to more efficient drying and storage practices, reduced post-harvest losses and improved the quality of grain delivered to producers, processors and consumers.

A dedicated teacher and mentor, Professor Herum educated undergraduate and graduate students while integrating teaching, research and outreach in support of Ohio State's land-grant mission. He emphasized sound engineering principles, practical problem-solving and service to agriculture. His students carried these values into careers in academia, industry, government and agricultural production, extending his influence throughout the profession.

Professor Herum also advanced agricultural engineering through regional and national collaborations addressing grain quality, drying, storage and processing. His expertise led to international educational and technical assignments that strengthened post-harvest engineering programs abroad and extended the reach of Ohio State's scholarship. Through these contributions, he helped enhance the university's reputation in agricultural engineering.

Colleagues remember Professor Herum as an accomplished scholar, committed educator and thoughtful mentor whose professionalism and integrity strengthened the Department of Food, Agricultural and Biological Engineering. His legacy endures through the students he educated, the research he advanced and the colleagues and professionals he influenced.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Floyd L. Herum its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and appreciation.

MICHAEL JON KINDRED

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death of Michael Jon Kindred, professor emeritus in the Moritz College of Law and former associate dean. Professor Kindred retired in 1995 after more than 30 years of distinguished service to the university and the legal profession.

Professor Kindred was widely respected for his encyclopedic knowledge of foreign legal systems. Over the course of his career, he taught comparative law, criminal law and torts, shaping generations of students. His deep commitment to legal education extended beyond the classroom, as evidenced by his generous contributions to the law library, where many texts in foreign law bear his mark as a donor.

Prior to joining The Ohio State University, Professor Kindred served on the faculty of the then newly established Faculty of Law in Addis Ababa, Ethiopia. There, he made a lasting impact on a generation of Ethiopian lawyers by modeling an innovative approach to legal education. He was fondly remembered by colleagues in Ethiopia, where his influence endured for decades.

At Ohio State, Professor Kindred was deeply committed to faculty governance and intellectual rigor. He was known for raising important and sometimes difficult issues, always with the aim of strengthening the institution. He was also a pioneering advocate for representation in the legal field.

Professor Kindred was equally distinguished for his groundbreaking work in disability rights. He was a passionate advocate for individuals with developmental disabilities and mental health challenges, contributing to public awareness and policy at a time when these issues had yet to gain broad recognition. His efforts helped advance equity both within and beyond the university.

Through his service as associate dean, his scholarship and his advocacy, Professor Kindred exemplified the life of a servant leader. His career was marked by a steadfast commitment to justice, inclusion and academic excellence. His legacy continues to be reflected in the lives of his students, colleagues and the communities he served.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Michael Kindred its deepest compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

CHERYL LEE KRUEGER

Synopsis: The Board of Trustees of The Ohio State University expresses its deep sorrow regarding the June 13, 2026, passing of Cheryl Lee Krueger, an entrepreneur, philanthropist and former member of the Board of Trustees. She was 74.

A native of Bellevue, Ohio, Ms. Krueger attended Bowling Green State University, where in 1974 she earned her bachelor's degree in business and fashion merchandising. After graduating and working for several years in the retail sector, she and her college roommate launched Cheryl's Cookies in 1981 in a Columbus storefront. The enterprise leveraged a love of baking she learned from her grandmother as well as the hard work, perseverance and focus on service learned growing up on her family's farm.

In time, Ms. Krueger grew Cheryl's Cookies from a single location offering six kinds of cookies into one of America's most recognized gourmet gift and food brands. Cheryl & Co., as the company came to be known, served millions of customers through its retail and online stores, catalogues and business gift division. In 2005, Cheryl & Co. was sold to the 1-800-Flowers family of brands, and Krueger parted ways with the company in 2009.

In the years that followed, Krueger helped other entrepreneurs and businesses learn from her experience as an executive coach and consultant. But the pull to return to building a business and creating special moments for her customers was too strong. In 2018, she founded C. Krueger's Finest Baked Goods, which epitomized her know-how and uncompromising commitment to quality. Under her leadership, the company earned national recognition for its innovative packaging design and gift presentation, receiving numerous national awards while establishing itself as a leader in premium gourmet gifting.

In addition to her business pursuits, Ms. Krueger was a dedicated community leader and activist. She was a member of the board of directors for the Federal Reserve's Fourth District and the Columbus Chamber of Commerce, and an honorary member of the Seal of Ohio Girl Scout Council. At Ohio State, she was appointed by Governor John Kasich in 2012 to a nine-year term on the Board of Trustees. She also served as a member of the Wexner Medical Center Board, The James Cancer Hospital and Solove Research Institute Foundation Board, the 4-H Foundation Board and the Human Ecology Advisory Council.

Ms. Krueger's tireless commitment to excellence garnered numerous awards and recognitions throughout her lifetime. In 1999, she was hailed as National Entrepreneur of the Year by *Working Women Magazine*. Other honors included the YMCA Woman of Achievement Award, the Business Integrity Award from the Greater Columbus Better Business Bureau, and The James Champion Award from The James Cancer Hospital and Solove Research Institute.

On behalf of the university community, The Ohio State University Board of Trustees expresses to the loved ones of Cheryl Lee Krueger its most sincere condolences for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to her family as an expression of the Board's heartfelt sympathy and profound appreciation for Ms. Krueger's service to the university and enduring impact upon the entire Ohio State community.

ROBERT FREDERIC LAWSON

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on August 9, 2025, of Professor Emeritus Robert Lawson, who served for 18 years in what was then the College of Education, now the College of Education and Human Ecology.

Lawson arrived at Ohio State in 1990 as chair of the college's Department of Educational Policy and Leadership. His career as an educator spanned decades and included extensive academic contributions before joining Ohio State. He had been at the University of Calgary since 1963.

During that time, he held visiting professor appointments at various universities, such as the University of California, Los Angeles, the University of Hamberg, Germany, and Kent State University. He received his bachelor's, master's and doctoral degrees from the University of Michigan. Before becoming a professor and between earning his degrees, he taught in Michigan Public Schools from 1953-54 and 1958-60.

Lawson was recognized as a leading figure in comparative and international education and policy. A discipline in social sciences that entails scrutiny and evaluation of different educational systems, he was noted for his research on educational change, leadership in professional societies and scholarly contributions that bridged theory and practice across educational contexts.

While at Calgary, he directed the Center for Comparative Studies in Educational Policy and was a professor in the Department of Educational Policy and Administrative Studies. He also was dean of the education faculty from 1976 to 1986 and, earlier, he chaired the Department of Educational Foundations.

In 1974, Lawson held the prestigious role of president of the Comparative and International Education Society. In this capacity, he contributed to shaping the direction of comparative education scholarship, promoting communications between international organizations and enhancing competence in the field. Lawson contributed to various academic journals by serving on editorial boards, as well as being active in a number of education associations. From 1982-86, he served on the Board of Directors of the Canadian Education Association.

Lawson also worked on a broad range of grant and research projects. For instance, beginning in 1961 and working off and on until 1989, he conducted field research in Germany with Hamburg University, other universities as well as organizations such as The UNESCO Institute for Education, Hamburg.

In addition to his administrative role at Ohio State, Lawson was known for contributing extensively to research on comparative education, educational change and international education policy. He conducted numerous studies of educational systems across different nations, analyzing patterns of change and exploring the relationship between education, social structures and policies.

Lawson also was associate faculty in the Department of African American Studies and chaired the South Africa Working Group. He co-directed an Ohio State project with North-West University in South Africa. Lawson retired from Ohio State at the end of the fiscal year 2008 and was designated professor emeritus. His work continues to inform scholars, policymakers and institutions involved in his field of expertise.

On behalf of the entire university community, the Board of Trustees expresses to the family, friends and colleagues of Professor Emeritus Robert F. Lawson its deepest sympathy for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt appreciation.

SHEILA J. MARION

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death, on June 22, 2026, of Sheila Marion, associate professor emerita in the Department of Dance in the College of Arts and Sciences.

Professor Marion served as director of the Dance Notation Bureau Extension for Education and Research at Ohio State until spring 2011. Her research was in the application of computer technology for dance notation.

She was an elected fellow of the International Council of Kinetography Laban (ICKL) and was selected by Ann Hutchinson Guest as a consultant for her advanced labanotation textbook. She served on the ICKL Research Panel.

Professor Marion notated Daniel Nagrin's *Jazz Three Ways* and *Jazz Dance Styles*, Marion Scott's *Sevenfold* and *Tap Dance: A Dictionary of Tap Steps in Labanotation*.

Her directing credits include works by Ruth Currier, Doris Humphrey, Sophie Maslow, Buzz Miller, Marion Scott, Anna Sokolow and Helen Tamiris.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Professor Sheila Marion its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to her family as an expression of the Board's heartfelt sympathy and appreciation.

THOMAS EDGAR NOYES

The Board of Trustees of The Ohio State University expresses its sorrow regarding the death on April 6, 2026, of Thomas Edgar Noyes, assistant professor emeritus with The Ohio State University in the College of Food, Agricultural, and Environmental Sciences.

Mr. Noyes began his career with Ohio State University Extension on July 1, 1974, as the county Extension agriculture agent in Wayne County. He served in that role for more than 30 years, specializing in dairy production. Mr. Noyes was promoted to assistant professor on July 1, 1979. He was granted tenure on July 1, 1981. Mr. Noyes retired on September 30, 2005.

Mr. Noyes conducted educational workshops, seminars, field days and tours in agronomy, farm management and crop production, and dairy production, management and marketing. Known as an innovator and the creator of many new ideas and programs, Mr. Noyes organized the first pest management program in Wayne County in 1978, involving nearly 2,000 acres of farmland. He set up no-tillage demonstrations on corn production and pasture renovation. He worked with many individual farmers on crop and animal management, nutrition, soil testing, financial management, milking systems, and dairy marketing.

Mr. Noyes was known for his mentoring of youth, which included being a Boy Scout advisor and leading the local 4-H dairy judging program, resulting in several state fair judging team winners. He coached a state fair dairy judging team and participated with youth nationally.

Mr. Noyes was active in several county, state and national professional organizations. He was a trustee in the Ohio Dairymen's Association and a member of the Ohio Cooperative Extension Agents' Association and the National Association of County Agricultural Agents, receiving a Distinguished Service Award from both. Mr. Noyes served as a committee member for the Ohio Purebred Dairy Cattle Association and the National Mastitis Council. He also was a member of the American Dairy Science Association and the National Dairy Shrine, as well as several Ohio State department-related committees and the Tri-State Dairy Nutrition Conference on behalf of his peers. In 2007, he received the Dairy Science Hall of Service Award from Ohio State.

Mr. Noyes earned his bachelor's degree in animal sciences from the University of Rhode Island in 1967, and his master's degree in animal sciences focusing on dairy nutrition in 1976 from the University of Massachusetts.

Before he joined Extension in Ohio, Mr. Noyes worked as a county agent with UMass Extension, focusing on agriculture projects as well as supervising and expanding the local 4-H program. He worked on dairy and produce farms during college, and he also worked in farm supply sales in his early career. He and his family have operated a dairy farm in Wayne County since 1983.

On behalf of the university community, The Ohio State Board of Trustees expresses to the family of Thomas Edgar Noyes its deepest sympathy and sense of understanding of their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees, and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

JOHN D. ONG

Synopsis: The Board of Trustees of The Ohio State University expresses its deep sorrow regarding the June 4, 2026, passing of John D. Ong — diplomat, business and civic leader, and former member of the Board of Trustees. He was 92.

After graduating from Uhrichsville High School in eastern Ohio in 1951, Ong earned a Bachelor of Arts and Master of Arts degree from Ohio State in 1954 and was inducted as a member of Phi Beta Kappa. He then received a Juris Doctor at Harvard University before serving in the U.S. Army as part of the Counter Intelligence Corps and Judge Advocate General Corps.

Ambassador Ong joined the BFGoodrich company in 1961, setting the stage for a significant chapter in his professional life. He began as assistant counsel and rose through the executive ranks of the company before being elected as chairman and chief executive officer in 1979. He held the post for 18 years, until his retirement in 1997. Among his many accomplishments is expanding the company's reach into aerospace systems and services as well as specialty chemicals.

In 2001, Ong was nominated by President George W. Bush to serve as the U.S. Ambassador to Norway. He discharged his duties with distinction for four years and, at the conclusion of his tenure in 2005, was awarded the Grand Cross of the Royal Norwegian Order of Merit.

Also in 2005, Ohio Governor Bob Taft appointed Ambassador Ong as a member of The Ohio State University Board of Trustees. He contributed his significant expertise to the university throughout his five years on the board, working to enhance the university's academics, student experience, agricultural work and finances. Dedicated to the mission of higher education even beyond his alma mater, Ong also served as a trustee of the University of Chicago, Kenyon College, Case Western Reserve University as well as many other educational, cultural and philanthropic organizations. In recognition of his achievements and many contributions to Ohio State, he was presented with the Humanities Award of Distinction in 1994, an honorary Doctor of Humanities degree in 1996 and the Alumni Medal in 1998.

Ambassador Ong's commitment to education typified his belief that business could play a leading role in advancing civic and cultural life. He led the effort to fund and build Inventure Place, home of the National Inventors Hall of Fame, in Akron, Ohio, and served as its board chair. He was also a member of President Ronald Reagan's 1983 Commission on Industrial Competitiveness and chaired the Business Roundtable, the National Alliance of Business, the Business Committee for the Arts, and the Ohio Business Roundtable. He was a member of The Business Council from 1989-2005. He was also a member of the Council of Retired Chief Executives and the Council of American Ambassadors.

On behalf of the university community, The Ohio State University Board of Trustees expresses to the loved ones of Ambassador John D. Ong its most sincere condolences for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and profound appreciation for Ambassador Ong's service to the university and enduring impact upon the entire Ohio State community.

RUSSELL M. PITZER

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death, on May 25, 2026, of Russell “Russ” M. Pitzer, professor emeritus in the Department of Chemistry and Biochemistry in the College of Arts and Sciences. He was 88.

Professor Pitzer received his BS in chemistry (with honors) in 1959 from Caltech. He received both an AM in physics (1961) and a PhD in chemical physics (1963) from Harvard University. He was a postdoctoral fellow at the Massachusetts Institute of Technology and a faculty member at Caltech from 1963-1968 before joining the chemistry department at The Ohio State University in 1968. He was promoted to professor in 1979 and served as department chair from 1989-1994. He retired from Ohio State as an emeritus professor in 2008.

Professor Pitzer's doctoral thesis, *Calculation of the Barrier to Internal Rotation in Ethane*, is considered a genuine landmark in the history of theoretical chemistry. It is based upon one of the very first polyatomic molecular quantum mechanics calculations and helped to establish the research discipline that is now known today as “quantum chemistry.” It also provided theoretical support for the rotation barrier determined previously by his father, Kenneth Pitzer, based on experimental data. Russ Pitzer pioneered development of the COLUMBUS computer program, one of the first quantum chemistry codes designed for electronic structure calculations in molecules, which is still in use today. Upon the occasion of his retirement, Russ was honored by a Festschrift and scientific biography (written by longtime Ohio State colleague Professor Isaiah Shavitt) in the *Journal of Physical Chemistry A*.

Russ was the co-founder and a driving force behind the Ohio Supercomputer Center (OSC), one of the world's first supercomputer centers and still a crown jewel of scientific computing. Russ served as OSC's acting associate director from 1986-1987 and its interim director from 2001-2003. In 2018, OSC named its newest cluster computing system in his honor.

From 1988-2012, Russ served as a trustee to Pitzer College in Claremont, California, which was founded by his grandfather Russell Kelly Pitzer.

Russ played football both in High School and at Caltech. Due to the small size of the Caltech team, he often played on both sides of the ball as defensive tackle and offensive guard. Russ would jokingly boast that he played in the Rose Bowl several times, since Caltech hosted home games there occasionally. Russ was a devoted Ohio State football fan, attending a vast majority of home games over several decades.

Despite his foundational role in an entirely new discipline of study, Russ is remembered for his quiet and unassuming manner and as a loving husband to his late wife of 56 years, Martha Ann Seares Pitzer. Russ loved to ride his bicycle and would often organize bicycle tours of Columbus for students, faculty and staff. As recently as 2022, he was still riding his bicycle to campus.

On behalf of the entire university community, the Board of Trustees expresses to the colleagues, family and loved ones of Professor Russell “Russ” M. Pitzer its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the Board's heartfelt sympathy and appreciation.

RICHARD P. SWENSON

Synopsis: The Board of Trustees of The Ohio State University expresses its sorrow regarding the death, on February 20, 2026, of Richard P. Swenson, professor emeritus in the Department of Chemistry and Biochemistry in the College of Arts and Sciences. He was 76.

Professor Swenson was born in Red Wing, Minnesota. He received his BS (1971) *magna cum laude* from Gustavus Adolphus College and his PhD (1979) in biochemistry from the University of Minnesota for research performed under the mentorship of Professor James Howard. He was then a postdoctoral fellow for five years at the University of Michigan, where he was advised by Professors Charles H. Williams Jr. and Vincent Massey. From 1984 until his retirement, he was a faculty member in the Department of Biochemistry, where he made significant contributions to Ohio State's research, teaching and service missions.

Professor Swenson's research focused on flavoproteins/enzymes, specifically how these proteins utilize derivatives of riboflavin (vitamin B2) cofactors for catalysis and electron transfer. He leveraged cutting-edge protein engineering and spectroscopic methods to uncover how the structural features of flavoproteins tune the redox/biochemical attributes of the bound flavin and thereby aid diverse processes including respiration, photosynthesis, DNA repair and detoxification. His research deepened our understanding of fundamental biochemical mechanisms and how mutations in flavoproteins could lead to metabolic disorders.

Professor Swenson contributed greatly to teaching and training students. For nearly two decades, his advanced graduate course on protein engineering shaped the academic journeys of legions of PhD students in life sciences. The trainees in his own laboratory fondly recall his generous and patient mentorship and his tremendous ability to build ties of mutual trust. He provided steadfast support to advance the career paths of his mentees, going the extra mile to find international internship placements for some.

Professor Swenson's exceptional service to Ohio State was motivated by deep Buckeye pride and loyalty as well as his desire to work for the greater good. Even as a mid-career faculty member, he directed the Biochemical Instrument Center, impacting research campuswide. From 2001 to 2009, Professor Swenson was the chair of the Department of Biochemistry (before its merger with Chemistry). In this role, he advocated for new faculty/student resources and was relentless in recruiting several Biochemistry faculty members, including two Ohio Eminent Scholars. He led initiatives to modernize teaching and research by obtaining infrastructure and equipment funds from the Board of Regents. His vision for the future catalyzed robust growth of the department while his exceptional capacity for listening, even handedness and selflessness contributed to his endearing leadership and collegiality.

Professor Swenson was a sports fan and shared his infectious love of football, basketball and ice hockey with students and friends. He proudly donned Ohio State Buckeye and Columbus Blue Jackets gear, and his animated discussions of the local games unfailingly fostered instant camaraderie and shared identity.

A poignant picture of ruby, red-eyed loons in one of Minnesota's northern lakes graced his office to remind him of the quiet solitude that he always cherished. Not surprisingly, he returned much rejuvenated after his visits to the woods in the North Star State and spending quality time with his beloved family.

RICHARD P. SWENSON (cont.)

Professor Swenson will be remembered for his consistent ability to recognize the best in others, a sentiment that evoked respect and engendered reliability. By championing all those who crossed paths with him, he leaves behind an enduring legacy of kindness.

On behalf of the entire university community, the Board of Trustees expresses to the family and loved ones of Prof. Richard P. Swenson its deepest sympathy and compassion for their loss. It is directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to his family as an expression of the board's heartfelt sympathy and appreciation.

**AMENDMENTS TO THE BYLAWS OF
THE OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER BOARD**

Synopsis: Approval of the attached amendments to the *Bylaws of The Ohio State University Wexner Medical Center Board* is proposed.

WHEREAS pursuant to 3335-1-09(C) of the Administrative Code, the rules and regulations for the university may be adopted, amended or repealed by a majority vote of the University Board of Trustees at any regular meeting of the board; and

WHEREAS a periodic review of the board's bylaws is a governance best practice; and

WHEREAS the last revisions to the *Bylaws of The Ohio State University Wexner Medical Center Board* took place in November 2023:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached amendments to the *Bylaws of The Ohio State University Wexner Medical Center Board*.

Rule 3335-93-01 | The Ohio state university Wexner medical center board.

(A) The Ohio state university Wexner medical center board ("University Wexner Medical Center Board") shall be the governing body responsible to the Ohio state university board of trustees ("University Board of Trustees") for operation, oversight, and coordination of the Ohio state university Wexner medical center consisting of the Ohio state university hospitals, (Ohio state university hospital, Ohio state university hospital east, Ohio state Richard M. Ross heart hospital, Ohio state Harding hospital, Ohio state brain and spine hospital, and Ohio state university rehabilitation services at Dodd hall) and the Ohio state James cancer hospital and Solove research institute ("The James") and other such clinical health care enterprises, including without limitation to ambulatory services and outpatient health care facilities, clinics, the faculty group practice, primary and specialty practices, university Wexner medical center signature programs, and clinical laboratories.

Although the Ohio state university board of trustees has the fiduciary and legal responsibility for the Wexner medical center, the Ohio ~~State~~state university board of trustees acknowledges the important contributions and role of the Wexner medical center board. The complexity and scope of the Wexner medical center makes the focused oversight of the Wexner medical center board particularly helpful to the Ohio state university board of trustees. To assure clarity of roles and maximize the benefit of this structure, the Wexner medical center board shall be responsible for providing input and recommendations regarding the development and strategic allocation of resources, planning and delivery of medical services, and such other powers and duties as detailed in rule 3335-93-02 of the Administrative Code, subject to the ultimate authority of the university board of trustees.

(B) The university Wexner medical center board shall be composed of up to twenty-two voting members:

(1) Up to six members of the university board of trustees, including one student trustee, appointed annually by the chair of the university board of trustees and ratified by the university board of trustees;

(2) Up to eleven public members appointed annually by the chair of the university board of trustees in consultation with the university president, the chair of the Wexner medical center board, the executive vice president and chief executive officer, and the chair of the university board of trustees' governance committee and ratified by the university board of trustees; and

(3) Five ex-officio voting members consisting of:

(a) The chair of the university board of trustees;

(b) The university president;

(c) The executive vice president and chief executive officer;

(d) The university senior vice president and chief financial officer; and

(e) The university executive vice president and provost.

(C) The selection criteria for public members shall ensure that the university Wexner medical center board membership will include persons with a broad array of skill sets, perspectives, backgrounds, including knowledge in health care delivery, sophisticated business expertise, prior board service, and/or persons who can assist the university Wexner medical center in its outreach to and relationships with the public, communities, and patients served, and governmental entities to ensure optimal operations and advancement of the university Wexner medical center's strategic mission, vision, and goals. Membership shall be national in scope and the selection processes shall incorporate the diversity policies of the university.

Rule 3335-93-02 | Powers and duties.

The university board of trustees retains its ultimate sovereign power and authority over and fiduciary responsibility for all aspects of the mission and operations of the university Wexner medical center, health sciences colleges, and clinical health care enterprises.

Under the ultimate authority of the university board of trustees and consistent with Ohio law, the university board of trustees authorizes and designates the university Wexner medical center board to act as a governing body on behalf of the university for certain quality and patient care matters, for all of the hospitals and clinics of the university. In accordance with that responsibility, as authorized by the university board of trustees, the university Wexner medical center board will be responsible for the following:

(A) Assuring the quality of patient care throughout the university Wexner medical center, including the planning and delivery of patient services and formation of quality assessments, improvement mechanisms and monitoring the achievement of quality standards and patient safety goals;

(B) Oversight for the purposes of accreditation and licensure; and

(C) Approval of clinical privileging forms, medical and dental staff appointments, clinical privileges, medical staff operations, including the approval, adoption, and amendment of medical staff bylaws and rules and regulations, and the conducting of peer review and professional review actions for medical staff and credentialed providers within university board of trustees-defined and approved parameters.

Any action taken by the board pursuant to the powers and duties as defined in paragraphs (A) to (C) of this rule shall be taken only by the voting, non-public members and approved by majority vote thereof.

(D) In addition, in accordance with that authority and responsibility authorized by the university board of trustees, and consistent with Ohio law, the university Wexner medical center board shall serve in a consultative role and shall be responsible for, subject to the review and approval of the university board of trustees, the following:

(1) Making recommendations to the university board of trustees, university president, and executive vice president and chief executive officer for the Wexner medical center regarding the development and strategic allocations of resources of the university Wexner medical center, including operations, fiscal health, space and facilities management and utilization, personnel, safety and security, and technology;

(2) Oversight of extramural affiliations, partnerships, operating agreements, and strategic business opportunities as approved by the university board of trustees, with regard to the university Wexner medical center and its affiliated entities;

(3) Upon recommendation by the medical staff of university hospitals or the medical staff of the James, approval of medical staff bylaws amendments and recommendation thereof to the university board of trustees;

(4) Making recommendations for approval to the university board of trustees of the purpose and governance documents of any organization established as an auxiliary service organization to the university Wexner medical center;

(5) Monitoring and assisting the university Wexner medical center in its relationship with the public, affected communities, governmental entities, and public and private organizations;

(6) Monitoring the university Wexner medical center integrity and compliance programs as adopted by the university board of trustees; ~~and~~

(7) Reviewing strategic plans, capital and operating budgets of the university Wexner medical center, and making recommendations for approval to the university board of trustees, university president, and executive vice president and chief executive officer for the Wexner medical center;

(8) Providing general advice and guidance to the university board of trustees, university president, and executive vice president and chief executive officer for the Wexner medical center regarding extramural affiliations, operating agreements and other strategic business opportunities of the university Wexner medical center; and

(9) Advising the university board of trustees, university president, and executive vice president and chief executive officer for the Wexner medical center regarding strategic aspects the university's education and research programs in the health sciences colleges.

Rule 3335-93-03 | Relationship of the university Wexner medical center board to the health sciences academic programs.

The health sciences schools and colleges of the university carry out a significant portion of their educational and research activity in facilities of the university Wexner medical center. The university board of trustees shall have exclusive governing authority over the academic and research programs of the university Wexner medical center, including the college of medicine, the planning, administration, and operations of the health sciences schools and colleges and all other educational and research institutes, centers, and programs. The university Wexner medical center board shall lend its best efforts to assure that the programs of the health sciences colleges are effectively supported in collaboration with the university Wexner medical center's patient care programs. The executive vice president and chief executive officer shall be charged with maintaining an effective liaison between the health sciences colleges and the university Wexner medical center board to assure excellence in both academic and patient care programs.

Rule 3335-93-04 | Scope of role, accountability and reporting.

(A) To ensure that the university board of trustees meets its governance obligations under all applicable laws and regulations, the university Wexner medical center board shall be accountable to the university board of trustees.

(1) The chair of the Wexner medical center board or his/her designee shall, at the request of the university board of trustees, present a comprehensive report annually to the university board of trustees at its fall meeting on the state of the Wexner medical center, including an assessment of quality of care, overall operations and finance, compliance, and strategic plans, as well as opportunities for the future.

Rule 3335-93-05 | Meetings and notice.

(A) Board year. The board year shall be from May fourteenth to May thirteenth of each year to coincide with the terms of membership of the university board of trustees as articulated in section 3335.02 of the Ohio Revised Code ~~section 3335.02~~.

(B) Regular meetings. Regular meetings of the university Wexner medical center board shall be held at least four times per year on a schedule established by the university board of trustees. The regular meetings shall be set and publicallypublicly announced and/or at such other time or place as may be announced by the chair.

(C) Special meetings. Special meetings may be called at the discretion of the chair of the university Wexner medical center board, the university president, the executive vice president and chief executive

officer for the Wexner medical center, or the chair of the university board of trustees, and shall be called by the chair at the request of three members of the university Wexner medical center board, provided that notice of any special meeting shall be given in accordance with Ohio law.

(D) Meetings of the university Wexner medical center board shall be conducted in accordance with the state laws of Ohio and open meetings laws, including, but not limited to, the production and maintenance of minutes for all proceedings of the university Wexner medical center board.

(E) Except as otherwise specified in these bylaws, all meetings of the university Wexner medical center board and its committees shall be conducted in accordance with the latest revision of "Robert's Rules of Order."

(F) All trustees are encouraged to attend meetings of the Wexner medical center board, whether they are members or not, to maximize effective and knowledgeable oversight by the university board of trustees. Trustees who are members of the Wexner medical center board shall represent the interests of both boards during their service.

Rule 3335-93-06 | Quorum.

A majority of voting members, including at least three university trustees, shall constitute a quorum for the conducting of business at any meeting of the university Wexner medical center board. If quorum is present, a majority vote of those members present and voting, subject to these bylaws, shall be required for approval of actions by the university Wexner medical center board. If there is a vacancy in an ex-officio voting position of the university Wexner medical center board, that position shall not be included for the purposes of determining quorum for a meeting.

Rule 3335-93-07 | Vacancies.

Whenever a vacancy occurs on the university Wexner medical center board, the chair of the university Wexner medical center board shall immediately notify the chair of the university board of trustees, the university president, and the executive vice president and ~~chancellor for health affairs~~chief executive officer, so that the university board of trustees or the appropriate appointing authority identified in paragraph (B) of rule 3335-93-01 of the Administrative Code may appoint a new member as soon as possible to fill the unexpired term.

Rule 3335-93-08 | Removal.

The university Wexner medical center board chair, in consultation with the chair of the university board of trustees, the chair of the university board of trustees talent, compensation and governance committee, the university president, and the executive vice president and ~~chancellor for health affairs~~chief executive officer may recommend to the university board of trustees that a public member of the university Wexner medical center board be removed or suspended. The university board of trustees has sole authority to appoint and remove public members of the university Wexner medical center board.

Rule 3335-93-09 | Indemnification of university Wexner medical center board members.

Members of the university Wexner medical center board shall be entitled to legal defense and indemnification against any claims or liabilities which might arise from the performance of their duties on behalf of the university Wexner medical center board to the full extent permitted by Ohio law.

Rule 3335-93-10 | Compensation of university Wexner medical center board and board committee members.

No university Wexner medical center board member shall receive compensation for services rendered in the capacity as a board member. However, nothing herein shall be construed to preclude any board member or committee member from receiving reimbursement for actual expenses incurred in the course of such service.

Rule 3335-93-11 | Confidentiality and conflicts of interest.

In addition to any applicable restrictions or obligations set forth in Chapter 102, section 2921.42 of the Revised Code and section 2921.43 of the Revised Code, which may apply to university trustees and ex-officio members of the university Wexner medical center board as employees of the university, all members of the university Wexner medical center board, including public members and the appointed members of any and all board committees have a duty of loyalty and fidelity to the university, and they must govern their affairs honestly, exercising their best care, skill and judgment for the benefit of the university so as to avoid conflicts of interest and the appearance of impropriety.

Members of the university Wexner medical center board and its committees shall disclose to the chair of the university Wexner medical center board and the university general counsel any situation wherein such member has a potential conflict of interest that could possibly cause that member to act in other than the best interest of the university. In any such situation deemed as a conflict of interest the member shall abstain from acquiring any information developed by the university Wexner medical center board and from participating in any discussions or voting related to such situation.

All members of the university Wexner medical center board and its committees shall keep confidential all sensitive information of every kind including the strategic goals of groups, practices, entities or subdivisions within the university Wexner medical center to the extent permitted by law. Members of the board and its committees also shall abide by all confidentiality and conflict of interest policies and programs adopted by the university board of trustees from time to time.

The university Wexner medical center board shall adopt and periodically review the university board of trustees' statement of expectations, which shall address comportment among board members, with the university president and other internal constituents, and with external constituents.

Rule 3335-95-01 | Officers of the board.

The officers of the university Wexner medical center board shall consist of a chair and such other officers appointed by the university board of trustees.

Rule 3335-95-02 | Chair.

The chair shall be selected among the voting members of the university Wexner medical center board and shall be appointed by the chair of the university board of trustees, in consultation with the university president and the executive vice president and ~~chancellor for health affairs~~chief executive officer, and ratified by the university board of trustees. The chair shall be appointed annually and have specific skills and qualifications including, but not limited to, prior experience leading a board and demonstrated experience in business management. The chair of the university Wexner medical center board shall preside at all meetings of the board.

Rule 3335-97-01 | University Wexner medical center board standing committees.

The university Wexner medical center board shall approve the appointment of a finance committee and a quality and professional affairs committee. The chair of the university Wexner medical center board shall appoint the members of the board's committees. The chair of each committee of the university Wexner medical center board shall be selected from the voting members of the university Wexner medical center board. The board or the chair of the board may designate guidelines for the selection and participation of non-trustee members of committees.

Rule 3335-97-02 | Finance committee.

(A) Responsibilities. The finance committee shall, upon call of the chair of the committee, meet to review and evaluate the financial results, plans, and audits of the university Wexner medical center and its component entities for the purpose of assessing the overall financial risks and capacities of the university Wexner medical center and the congruity of the financial management, plans and objectives of the university Wexner medical center. The committee shall be responsible for: reviewing financial performance including achievement of financial goals and targets approved by the university Wexner medical center board and university board of trustees; reviewing and making recommendations regarding the operating and capital budgets to the university Wexner medical center board and the university board of trustees; advising on the acquisition or sale of property; advising on current and future strategic business opportunities, including, but not limited to, affiliations, partnerships, mergers, acquisitions, and other business ventures; and other responsibilities as assigned by the chair of the university Wexner medical center board.

(B) Composition. The finance committee shall be composed of no fewer than five voting members of the university Wexner medical center board, with at least three members being university trustees; the university chief financial officer; and such other members as determined by the chair of the university Wexner medical center board.

(C) Meetings. The committee shall meet at the call of the chair of the committee. A majority of the voting members of the committee shall constitute a quorum. Meetings shall be conducted in accordance with the state laws of Ohio and open meetings laws.

Rule 3335-97-03 | Quality and professional affairs committee.

(A) Responsibilities. The quality and professional affairs committee shall be responsible for the following specific duties:

(1) Reviewing and evaluating the patient safety and quality improvement programs of the university Wexner medical center, including, but not limited to, the hospitals, clinics, ambulatory care facilities, and physician office facilities;

(2) Overseeing all patient care activity in all facilities that are a part of the university Wexner medical center, including, but not limited to, the hospitals, clinics, ambulatory care facilities, and physicians' office facilities;

(3) Monitoring quality assurance performance in accordance with the standards set by the university Wexner medical center;

(4) Monitoring the achievement of accreditation and licensure requirements;

(5) Reviewing and recommending to the university Wexner medical center board changes to the medical staff bylaws and medical staff rules and regulations;

- (6) Reviewing and approving clinical privilege forms;
- (7) Reviewing and approving membership and granting appropriate clinical privileges for the credentialing of practitioners recommended for membership and clinical privileges by the university hospitals medical staff administrative committee and the James medical staff administrative committee;
- (8) Reviewing and approving membership and granting appropriate clinical privileges for the expedited credentialing of such practitioners that are eligible by satisfying minimum approved criteria as determined by the university Wexner medical center board and are recommended for membership and clinical privileges by the university hospitals medical staff administrative committee and the James medical staff administrative committee;
- (9) Reviewing and approving reinstatement of clinical privileges for a practitioner after a leave of absence from clinical practice;
- (10) Conducting peer review activities and recommending professional review actions to the university Wexner medical center board;
- (11) Reviewing and resolving any petitions by the medical staffs for amendments to any rule, regulation or policy presented by the chief of staff on behalf of the medical staff pursuant to the medical staff bylaws and communicating such resolutions to the university hospitals medical staff administrative committee and the James medical staff administrative committee for further dissemination to the medical staffs; and
- (12) Such other responsibilities as assigned by the chair of the university Wexner medical center board.

(B) Composition. The committee shall consist of: no fewer than four voting members of the university Wexner medical center board, appointed annually by the chair of the university Wexner medical center board, one of whom shall be appointed as chair of the committee. The executive vice president and chief executive officer; ~~the chief executive officer for the James;~~ the chief ~~executive operating~~ officer of the ~~Ohio state university health system medical center;~~ the chief clinical officer of the medical center; ~~the chief operating officer of the James;~~ the chief administrative officer of the Ohio state university health system hospital division, ~~the chief administrative officer of the Ohio state university health system ambulatory services division;~~ the director of medical affairs of the James; ~~the medical director of credentialing for the James;~~ the chief of the medical staff of the university hospitals; the chief of the medical staff of the James; the associate dean of graduate medical education; the chief quality and patient safety officer ~~of the medical center;~~ ~~the associate vice president for quality and safety of the medical center;~~ the chief nursing officer for university hospital ~~and Ross heart hospital;~~ and the chief nursing officer for the James ~~or their equivalent positions~~ shall serve as ex-officio, voting members. Such other members ~~may be~~ appointed by the chair of the university Wexner medical center board, in consultation with the chair of the quality and professional affairs committee.

(C) Review and recommendation. The chief clinical officer of the medical center and the chief of staff for the medical staff of university hospitals shall present and make recommendations to the quality and professional affairs committee only with respect to those actions involving the university hospitals. The director of medical affairs of the James, ~~the medical director of credentialing for the James~~ and chief of staff for the medical staff of the James shall present and make recommendations to the quality and professional affairs committee only with respect to those actions involving the James.

(D) Voting. With respect to items coming before the quality and professional affairs committee as detailed in paragraph (A) of this rule, at least two voting, non-public members of the university Wexner medical center board must be present. Any action taken by this committee pursuant to the responsibilities as defined in ~~section 3335-97-03 paragraphs~~ (A)(1) to (A)(11) ~~of rule 3335-97-03~~ of the Administrative Code shall be taken only by the voting, non-public, committee members and approved by a majority vote thereof. The chief quality and patient safety officer shall recuse themselves from voting on matters

| defined in ~~section 3335-97-03~~paragraphs (A)(7) and (A)(10) of rule 3335-97-03 of the Administrative Code.

(E) Meetings. The committee shall meet at least quarterly (four times per calendar year) or at the call of the chair of the committee and shall advise the university Wexner medical center board of its activities regularly. The committee shall act on behalf of the university Wexner medical center board in order to maintain the continuity of operations of the hospitals of the Ohio state university and the university hospitals and the James medical staffs; to review and to approve medical staff membership and to grant appropriate clinical privileges for practitioners in accordance with applicable laws, accreditation requirements, bylaws and rules established by the university board of trustees, university Wexner medical center board and university hospitals and the James medical staffs. Meetings shall be conducted in accordance with the state laws of Ohio and open meetings laws.

Rule 3335-97-04 | University Wexner medical center board special or ad-hoc committees.

The university Wexner medical center board may establish special or ad-hoc committees as needed upon the approval of the university board of trustees.

**AMENDMENTS TO THE BYLAWS OF
THE OHIO STATE UNIVERSITY BOARD OF TRUSTEES**

Synopsis: Approval of the attached amendments to the *Bylaws of The Ohio State University Board of Trustees* is proposed.

WHEREAS pursuant to 3335-1-09(D) of the Administrative Code, the rules and regulations for the university may be adopted, amended or repealed by a majority vote of the university Board of Trustees at any regular meeting of the board; and

WHEREAS a periodic review of the board's bylaws is a governance best practice; and

WHEREAS the last revisions to the *Bylaws of the Ohio State University Board of Trustees* took place on March 5, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached amendments to the *Bylaws of the Ohio State University Board of Trustees*.

3335-1-01 | Meetings of the board of trustees.

(A) Regular meetings. Unless otherwise specified by the chair, there shall be at least four regular meetings of the board of trustees each year. At such meetings any business related to the authority of the board of trustees may be discussed and transacted.

(B) Special and emergency meetings. Special and emergency meetings of the board of trustees shall be held upon call of the chair on his or her own initiative, or upon written request of five members of the board to the secretary. A specific statement of purpose for the special or emergency meeting shall be provided in accordance with state law.

(C) Notice of meetings. Unless otherwise specified, all meetings of the board shall be held at the Columbus campus of the Ohio state university at such date and time as is designated in the notice of meeting. Public notice of all meetings shall be given in accordance with the requirements of section 121.22 of the Revised Code. Any person may obtain information regarding the time, date, and location of all meetings by contacting the office of university communications or by visiting <http://trustees.osu.edu>.

(D) Order of business. Unless otherwise indicated in the meeting agenda, the order of business at all meetings of the board shall be as follows:

- (1) Confirmation of quorum.
- (2) Consideration of minutes of preceding meeting.
- (3) Special presentations to the board.
- (4) Report of the president of the university.
- (5) Unfinished business, as needed.
- (6) New business, as needed.
- (7) Consideration and approval of action items.
- (8) Adjournment.

(E) Quorum and manner of acting.

(1) In order to constitute a quorum for the transaction of business at a meeting of the board or a committee of the board, a majority of the voting members at such meeting shall be present in person or via means of live, audio-enabled communication, and at least one-third of those voting members shall be present in person. A trustee who attends a meeting via means of electronic communication is considered to be present at

the meeting, is counted for purposes of establishing quorum, and may vote at the meeting.

(2) Except as otherwise provided in paragraph (E)(3) of this rule, the act of the majority of the voting members present at any such meeting at which a quorum is present shall be the act of the board of trustees or its committees. In the absence of a quorum, a majority of those present may adjourn the meeting from time to time until a quorum is had. Notice of any adjourned meeting need not be given.

(3) The concurrence of a majority of all of the board members shall be necessary to elect or to remove the president, or adopt, amend, or repeal a bylaw of the board of trustees.

(4) A roll call vote is necessary when electing or removing a president and when making a final vote to officially enact motions involving the expenditure of university funds. On all other matters, a voice vote may be conducted instead, unless there are voting members of the board or committee of the board attending such a meeting via live, audio-enabled communications. In such an event that voting members are joining via means of electronic communications, then a roll call vote must be taken for all votes, no matter the subject. If multiple roll call votes are to be held, they may be combined for efficiency where appropriate.

(F) Parliamentary authority. "Robert's Rules of Order, Newly Revised" (most recent edition), shall be accepted as authority on all questions of parliamentary procedure not determined by these bylaws or provisions of the Ohio Revised Code.

(G) Attendance. Consistent with the expectations set forth in section 3.17 of the Revised Code, every voting member of the board, the Wexner medical center board, and/or one of their committees shall, except for extraordinary reasons, attend all meetings of the board and/or their committees. When a voting member of the board or one of its committees cannot attend, the individual will so inform the board or committee chair and the secretary of the board of trustees with as much advance notice as possible and provide an explanation for the absence.

(1) Voting members of the board are required to attend at least one-half of the regular meetings of the board annually in person.

(2) A trustee who intends to attend a meeting via means of electronic communication is required to notify the secretary of the board of trustees and the board or committee chair of that intent not less than forty-eight hours before the meeting, except in the case of a declared emergency.

(3) All trustees are encouraged to attend meetings of the Wexner medical center board, whether they are members or not, to maximize effective and knowledgeable oversight by the university board of trustees.

(H) Executive session. Subject to the requirements of Ohio law, the board or a committee of the board may hold any portion of a regular, special or emergency meeting in executive session with participation limited to voting members of the board or the committee of the board. Other individuals may be invited to attend any or all portions of an executive session as deemed necessary by the board chair or committee chair.

3335-1-02 | Members, officers and committees of the board.

(A) Members of the board of trustees.

(1) The board of trustees of the Ohio state university shall, as provided in section 3335.02 of the Revised Code, be comprised of seventeen trustees, including two student trustees, who shall be appointed by the governor, with advice and consent of the senate, with terms of office as articulated in the Ohio Revised Code.

(2) Student trustees. Student trustees provide valuable input and perspectives that deepen the board's understanding of the student experience at the university.

Student trustees shall have no voting privileges on the board of trustees, shall not be considered in determining whether a quorum is present, shall not be entitled to attend executive sessions of the board, and shall not be eligible to be officers of the board, but may otherwise participate in all activities of the board, including membership on committees. Student trustees who are members of board committees shall have voting privileges on those committees.

(3) Charter trustees. In order to take advantage of the diverse cultural, geographic, business, professional, public service and civic backgrounds, talents and experiences of friends and alumni of the Ohio state university who do not live in the state of Ohio, the position of charter trustee has been established, in accordance with the following guidelines:

(a) Charter trustees shall be non-Ohio residents and shall be chosen on the basis of the following attributes: Ohio state university alumna/alumnus or friend of the university; success in his or her chosen field or profession; state, national, or international prominence; ability to advocate for higher education; and willingness and ability to offer counsel.

(b) The board shall appoint no more than three charter trustees at any given time.

(c) Each charter trustee shall be appointed for one three-year term, commencing on May fourteenth and expiring on May thirteenth. The reappointment of a charter trustee is not automatic. Appointment and reappointment decisions will be made with consideration to the expertise needs of the overall board.

(d) Charter trustees shall have no voting privileges on the board of trustees, shall not be considered in determining whether a quorum is present, and shall not be eligible to be officers of the board, but will otherwise participate in all activities of the board, including membership on committees. Charter trustees who are members of board committees shall have voting privileges on those committees and shall be eligible to serve as committee chair or vice chair.

(e) Charter trustees shall be nominated by the ~~talent, compensation and~~ governance and institutional accountability committee and shall be appointed, and may be removed before the conclusion of his or her term, by a vote of the board. Upon such appointment, the chair shall cause a letter of appointment to be delivered to the charter trustee, and a copy of the letter shall be delivered to the governor.

(4) Ethics and conflicts of interest. All trustees shall follow the protections of the public set forth in Chapter 102~~7~~, and sections 2921.42 and 2921.43 of the Revised Code. In addition, the board of trustees shall adopt and periodically review a policy on ethics and conflicts of interest to govern all members of the board of trustees, Wexner medical center board and their committees.

(5) Statement of expectations. The board of trustees shall adopt and periodically review a board statement of expectations, which shall address such topics as comportment among board members, with the university president and other internal constituents, and with external constituents.

(6) Indemnification. Trustees, charter trustees, and non-trustee committee members shall be entitled to legal defense and indemnification against any claims or liabilities which might arise from the performance of their duties on behalf of the Ohio state university to the fullest extent permitted by Ohio law.

(7) Reimbursement of expenses. All trustees, charter trustees, and non-trustee committee members shall be entitled to reimbursement for reasonable ~~travel~~ expenses incurred in attending meetings of a committee or of the board of trustees, or other meetings as a representative of the board, in accordance with university policy and Ohio law.

(B) Officers.

(1) Number. The officers of the board shall be a chair, one or more vice chairs, and a secretary. No officer of the board shall, at the same time, hold more than one board office. The board may elect such other officers as the board may deem necessary with such authority and responsibility as delegated to them by the board.

(2) Chair. The chair shall preside at all meetings of the board. Unless otherwise directed by the board, the chair shall have the authority to appoint members of and to fill vacancies on all standing and ad hoc committees and shall serve as an ex-officio member of all standing and ad hoc committees. Subject to these bylaws, the chair shall work with the secretary of the board of trustees to fix the date and time of all regular, special, and emergency meetings, shall sign the journal of all proceedings of the board, and perform such other duties as may pertain to this office.

(3) Vice chair. At the request of or in the absence or incapacity of the chair, the vice chair shall perform all the duties of the chair and, while so acting, shall have all the powers and authority of, and be subject to all the restrictions upon, the chair. In the

event that there are multiple vice chairs, these powers and duties shall devolve upon the senior vice chair, based on length of service on the board, unless otherwise indicated by the board. In addition, the vice chair shall perform such other duties as may be assigned to him or her by the board or by the chair.

(4) Secretary. The board of trustees appoints the secretary of the board, establishes the qualifications for filling this role and conducts the annual performance evaluation for this position. The secretary reports functionally to the board and administratively to the university president. The responsibilities of the secretary, which are defined by the board as part of their oversight role, include:

- (a) Serving as the key internal university liaison for the chair and the board;
- (b) Communicating and interacting directly with the chair and the board to advance the strategic work of the board;
- (c) Serving as the custodian of and being ultimately responsible for the preservation of all official records of the board;
- (d) Serving as the custodian of the university seal and causing its imprint to be placed whenever and wherever appropriate;
- (e) Overseeing the maintenance of the minutes of all meetings of the board and of committees of the board;
- (f) Overseeing the operations of the ~~Office-office~~ of the ~~Board-board~~ of ~~Trusteestrustees~~; and
- (g) Performing all other duties customary to the office or assigned by the chair or the board.

In the absence of the secretary, the associate secretary shall perform the duties of the secretary of the board and all official actions taken by the associate secretary shall be deemed authorized and approved by the board of trustees.

(5) Election, term of office, and qualifications.

(a) The chair and vice chair(s) of the board shall be elected annually by the board and shall take office at the adjournment of the final meeting of the fiscal year ending June ~~30thirtieth~~. They shall hold their office through the following final fiscal year meeting of the board of trustees or until their successors are elected and qualified, so long as they shall continue to be eligible to serve as officers.

(b) The chair and the vice chair(s) must be members of the board of trustees. The qualifications of all other officers shall be determined by the board.

(c) The chair shall be elected to a one-year term and may serve up to three consecutive terms as chair. Before the end of each term, the ~~talent, compensation and governance and institutional accountability~~ committee shall conduct a review of the chair, and after consultation with the members of the board, shall recommend to the board whether the chair should be reelected for an additional term.

(d) The vote of a majority of all trustees then in office shall be necessary to elect or remove an officer of the board.

(C) Committees of the board.

(1) Standing committees of the board, the members of which shall be appointed annually by the chair, shall be constituted and shall consider and make recommendations for action by the board on the various matters ~~as~~ enumerated ~~below~~ as follows:

(a) Academic ~~affairs, research and student life excellence~~ committee. The purpose of the academic excellence committee is to advance Ohio state's academic mission through oversight of academic quality, teaching and learning, student success and well-being, faculty excellence, research, innovation, academic policy and diversity of thought.

The committee shall consider and make recommendations to the board regarding matters including, but not limited to: The academic affairs, research and student life committee shall consider and make recommendations to the board regarding matters pertaining to the teaching, public service, and research programs and activities of the university, Wexner medical center, faculty, staff, and students. Matters to be brought before the committee may include, but shall not be limited to: teaching and learning; student success, support and well-being, including the academic success, support and well-being of student-athletes; faculty and staff matters; educational policy; academic structure and organization; curricular matters; student the welfare, safety and housing of students; collective bargaining; university faculty and student rules; conferring of degrees, certificates, awards, and other honors; the university system of Ohio; regional campuses; the Ohio agricultural research and development center; agricultural technical institute; the university's land grant mission and extension programs; policies, programs and activities related to research, innovation and creative inquiry; commercialization of university research; policies to support and enhance research and creative inquiry conducted at the university; the development and support of strategic internal and external relationships; outreach and engagement activities of the university students, faculty, and staff; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee, up to two members of the university faculty, and up to two additional non-trustee committee members, with majority membership by trustees at all times.

(b) Finance, audit and investment committee. The purpose of the finance, audit and investment committee is to provide accountability and guidance to ensure Ohio state's enduring fiscal and operational strength through oversight of the university's financial strategy, budgeting, financing and debt management, investments, accounting and auditing, financial reporting, internal controls, capital investment, and the financial sustainability, strategic direction and governance of the university's intercollegiate athletics enterprise while promoting responsible stewardship of university resources.

The committee shall consider and make recommendations to the board regarding matters including, but not limited to: ~~The finance and investment committee shall consider and make recommendations to the board regarding matters pertaining to the financial, business, and administrative management of the university. Matters to be brought before the committee may include, but shall not be limited to:~~ long-range financial planning; borrowing and investment policies and strategies; investment benchmarks and asset allocation; capital and operating budgets and policies; capital expenditure budgets and investment; financing related to real property transactions; financial reporting practices; issuance of debt; tuition and fees; endowment assets ~~and Advancement~~ advancement objectives; the athletics enterprise and business advancement, except for matters pertaining to the academic success, support and well-being of student-athletes in accordance with paragraph (C)(1)(a) of rule 3335-1-02 the Administrative Code; namings of university buildings and spaces; internal financial control systems and reporting; auditing of the university and related entity operations; internal audit policies, plans, and reports; selection of, and receiving reports from, independent auditors (in conjunction with the auditor of state); cybersecurity and information technology infrastructure and services; purchasing policies; insurance and Self-Insurance Board self-insurance board appointments; efficiency and cost-savings efforts; managed health care systems; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

(c) ~~Talent, compensation and g~~ Governance and institutional accountability committee. The purpose of the governance and institutional accountability committee is to ensure effective and accountable governance through oversight of board governance, trustee nominations and appointments, board policies and procedures, legal affairs, ethics and compliance, enterprise risk and institutional accountability while safeguarding the university's integrity and advancing its long-term interests.

The committee shall consider and make recommendations to the board relating to matters including, but not limited to: ~~The talent, compensation and governance committee shall provide oversight and counsel to the president regarding matters related to the senior leadership of the university, as determined by the board and the president, and make recommendations to the board regarding matters pertaining to the~~

~~organization of the board and involvement and role of trustees. Matters to be brought before the committee may include, but shall not be limited to: the organization and operations of the board and board office; the roles, and responsibilities and comportment of trustees; and senior leadership positions; position specifications and necessary qualifications; compensation strategy and comparative data; transition plans; the board structure and operation; matters related to the trustees, non-trustee committee members and charter trustee selection process; trustee orientation; reviews of the president of the university and officers of the board; expectations regarding trustee comportment; reports regarding significant legal, legislative, and regulatory matters impacting university compliance and risk management; potential and active litigation; oversight and monitoring of compliance programs and activities; university and Wexner medical center enterprise risk management programs and business continuity planning; policy governing affiliated entities; organization of the board office; and any other matter assigned to the committee by the board or the chair of the board.~~

The committee shall consist of the chairs of each board committee and the vice chairs of the board. ~~However, if the chair of a board committee is not a trustee, the highest-ranking trustee member of that committee shall be appointed to serve on the governance and institutional accountability committee instead. The chair or co-chairs of the governance and institutional accountability committee shall be selected from among the chair of the board and vice chairs of the board.~~ In addition to the trustees appointed to the committee, the committee may also consist of up to three additional non-trustee committee members, with majority membership by trustees at all times. The chair of the board may also appoint to this committee up to one current voting member of the board who formerly served as a board officer.

(d) Master planning and facilities committee. ~~The purpose of the master planning and facilities committee is to ensure Ohio state's physical environment supports its mission thorough oversight of campus planning, capital investments, facilities, infrastructure and long-term campus development.~~

~~The committee shall consider and make recommendations to the board relating to matters including, but not limited to: The master planning and facilities committee shall consider and make recommendations to the board regarding the university's physical environment to ensure they enable and advance the university's academic mission and strategic goals. The committee will serve as stewards of the campus master plans and district plans. Matters to be brought before the committee may include, but shall not be limited to:~~ the review and recommendation for approval of the planning, design, and construction activity of the university, including the Wexner medical center; university master planning; development and maintenance of facilities; real property matters; security and infrastructure updates; and any other matter assigned to the committee by the board or the chair of the board. ~~The committee will serve as stewards of the campus master plans and district plans.~~

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

~~(e) Legal, audit, risk and compliance committee. The legal, audit, risk and compliance committee shall consider and make recommendations to the board regarding oversight of the university's legal, audit, risk, and compliance functions. Matters to be brought before the committee may include, but shall not be limited to: reports regarding significant legal, legislative, and regulatory matters and initiatives; potential and active litigation; oversight and monitoring of compliance programs and activities; university and Wexner medical center enterprise risk management programs and business continuity planning; approval and monitoring of affiliated entities; internal financial control systems and reporting; auditing of the university and related entity operations; internal audit policies, plans, and reports; selection of, and receiving reports from, independent auditors (in conjunction with the auditor of state); and any other matter assigned to the committee by the board or the chair of the board.~~

(e) Talent and compensation committee. The purpose of the talent and compensation committee is to strengthen the university through oversight of executive talent, leadership succession, compensation, organizational effectiveness and institutional culture.

The committee shall consider and make recommendations to the board relating to matters including, but not limited to: the roles and responsibilities of senior leadership positions; position specifications and necessary qualifications; compensation strategy and comparative data for university faculty and staff; transition plans; organizational culture; staff matters; reviews of the president and senior leadership of the university; managed health care systems; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

~~(f) Athletics committee. The athletics committee shall consider and make recommendations to the board regarding oversight of the university's intercollegiate athletics programs and the actions taken to foster student-athlete success. Matters to be brought before the committee may include, but shall not be limited to: intercollegiate athletics programs and activities; student-athlete success, support, and well-being; reports regarding the operations of the organization, staffing, financial performance, and facilities for intercollegiate athletics operations; reports regarding significant structural, legal, and compliance developments impacting intercollegiate athletic activities; reviews and investigations related to intercollegiate athletic programs; and any other matter assigned to the committee by the board or the chair of the board.~~

(f) Engagement and external relations committee. The purpose of the engagement and external relations committee is to strengthen Ohio state's reputation, influence and long-term strategic position through oversight of government relations, state engagement, strategic partnerships, communications, marketing, philanthropy, alumni engagement and stewardship of the university's external relationships.

The committee shall consider and make recommendations to the board relating to matters including, but not limited to: advancement and alumni relations operations and objectives; communications, marketing and public relations operations and objectives; the university's relationship and engagement with government officials and entities; reports regarding significant legislative and regulatory matters; the development, support and oversight of strategic partnerships with external persons and entities, except for those overseen by the Wexner medical center board in accordance with paragraph (D)(2) of rule 3335-93-02 of the Administrative Code; the university's land-grant mission and extension programs; and outreach and engagement activities of students, faculty and staff; the naming of buildings and spaces at the university and Wexner Medical Center; and any other matter assigned to the committee by the board or the chair of the board.

In addition to the trustees appointed to the committee, the committee shall also consist of at least one student trustee and up to three additional non-trustee committee members, with majority membership by trustees at all times.

(g) Wexner medical center board. The university board of trustees retains ultimate sovereign power and authority over, and fiduciary responsibility for, all aspects of the mission and operations of the university, including its Wexner medical center. The university board of trustees nonetheless recognizes the important oversight role of its Wexner medical center board. The Wexner medical center board shall consider and make recommendations to the university board of trustees regarding matters set forth in the Wexner medical center board bylaws. The Wexner medical center board shall keep the university board of trustees and its committees apprised of, and make recommendations regarding, Wexner medical center matters. The university board of trustees and its committees shall consult and seek the input of the Wexner medical center board on the relevant strategic and operational matters that come before the university board of trustees.

Trustees who are members of the Wexner medical center board shall represent the interests of both boards during their service. Trustees, public members and ex-officio voting members of the Wexner medical center board shall be appointed by the chair of the university board of trustees in compliance with the procedure set forth in the Wexner medical center board bylaws.

(2) The chair and vice chair of each committee of the board shall be trustees or charter trustees.

(3) The chair of the university board of trustees shall appoint the chair, vice chair, and other trustee and non-trustee members of each committee. The board or the chair of the board may designate guidelines regarding non-trustee members of committees. Student trustee, charter trustee, and non-trustee committee members shall be voting members of the committees on which they serve.

(4) In addition to the committees enumerated in this bylaw, the board or the chair of the board may establish ad hoc committees and appoint the members thereof.

(5) Committees of the board of trustees have no independent decision-making authority, except for specific exceptions outlined in the Ohio state university Wexner medical center board bylaws. Any matter or resolution recommended by a committee of the board shall be presented to the board for its consideration.

(6) Except as provided in paragraph (B)(1) of rule 3335-93-01 of the Administrative Code, no trustee shall, during his or her term in office, serve as a director or officer or in any other capacity of any university affiliated entity or as a director, officer, or member or in any other capacity of any other university or related advisory or governance board, committee, or similar body, unless such service is approved by the chair of the board of trustees.

3335-1-03 | Administration of the university.

(A) The president.

(1) The president shall be the chief executive officer of the Ohio state university and shall be responsible for the entire administration of the university, subject to control of the board of trustees. The president shall lead in fostering and promoting education, research and outreach as the primary aims of the university. It shall be the duty of the president to enforce the bylaws, rules and regulations of the board of trustees, and, as a member of the faculty, to interpret to the board proposals and actions of the faculty. The president is hereby clothed with the authority requisite to that end.

(2) The president shall be a voting member of all college faculties, of the graduate school faculty, and of the faculty of the arts and sciences, and shall be a voting member and presiding officer of the university faculty and of the university senate. The president shall appoint all committees of the university faculty and of the university senate, unless membership has been designated by rule.

(3) After consultation with the steering committee of the university senate, the president may recommend to the board of trustees candidates for honorary degrees. The number of candidates so recommended shall be limited to eight per calendar year. This right and its limitation in no way abrogates the power of the university senate to recommend candidates for honorary degrees (rule 3335-5-41 of the Administrative Code).

(B) Executive vice president and provost. The executive vice president and provost shall, under the direction of the president, be responsible for and have the requisite authority for the oversight of all academic programs and other instructional and faculty affairs of the university, and shall be the chief academic officer of the university. The fifteen colleges shall have a solid line reporting structure to the executive vice president and provost. The executive vice president and provost shall report to the president.

(C) Executive vice president and chief executive officer of the Wexner medical center. The executive vice president and chief executive officer of the Wexner medical center shall, under the direction of the president, be responsible for and have the requisite authority for the oversight of the institution's healthcare enterprise, including the planning and delivery of medical services, patient safety and satisfaction, operation, oversight and coordination of all clinical entities, the development and strategic allocation of resources, budgeting and fiscal performance, philanthropic performance, and hiring and review of Wexner medical center executive performance. The executive vice president and chief executive officer of the Wexner medical center and the executive vice president and provost will cooperate to coordinate clinical activities of the health sciences colleges in order to align strategic efforts of the Wexner medical center and academic affairs. Specifically, for clinical-related components, the college of medicine shall have a solid line reporting structure, and the remainder of the health sciences colleges shall have a dotted line reporting structure, to the executive vice

president and chief executive officer. The executive vice president and chief executive officer shall have oversight of the ~~Comprehensive Cancer Center~~comprehensive cancer center. The executive vice president and chief executive officer shall report to the president with a dotted line reporting relationship to the Wexner medical center board to enable communication and consultation with the Wexner medical center board.

(D) Senior vice president for business and finance and chief financial officer. The senior vice president for business and finance and chief financial officer shall, under the direction of the president, be responsible for and have the requisite authority for the administration of the university's business, financial and administrative operations. The senior vice president for business and finance and chief financial officer shall report to the president and, as appropriate, shall consult with the executive vice president and provost.

(E) Senior vice president and general counsel. The senior vice president and general counsel shall serve as the chief legal advisor to the president, board of trustees, and university, including its Wexner medical center. The senior vice president and general counsel shall also be appointed an assistant attorney general for the state of Ohio by the Ohio attorney general. The senior vice president and general counsel shall report to both the board of trustees and the university president.

(F) Faculty and staff. Within parameters set forth by action of the board of trustees, the president and/or his or her designee(s) shall have the authority to appoint and set the compensation for such other administrative officers, faculty and staff as are necessary to carry out effectively the operation of the university and delegate functions to them with the authority necessary for their proper discharge.

(G) Delegation of authority. Any authority or responsibility of the president may be delegated by the president to any other member of the faculty or staff of the university, subject to any limitations set forth by action of the board of trustees. Although the president may delegate authority to appropriate officials, the president will retain final authority and responsibility for administration of the university and the Wexner medical center. Delegation of major areas of authority or responsibility shall be in writing and shall be reported to the board of trustees prior to implementation.

President's cabinet. The president shall convene a president's cabinet that will consist of such members as designated by the president. The primary responsibilities of the president's cabinet shall be to provide advice and counsel to the president, to discuss, deliberate and serve as the primary decision-making body on major university policy issues, information sharing, and such other roles as the president shall determine.

(I) Principal administrative officials. The term "principal administrative official" shall include the members of the president's cabinet, the deans of the colleges and the dean and directors of regional campuses and their designated staffs, the director of the university libraries, chairs of academic departments, directors of schools and academic centers, and such other administrative officials as determined by the president.

Rule 3335-1-04 | University faculty.

(A) University faculty; membership.

(1) As used in ~~these university~~ bylaws and in the "~~Rules of the University Faculty~~rules of the university faculty," the term faculty shall include persons with regular tenure-track, regular clinical, regular research, auxiliary, and emeritus faculty titles on full or part-time appointments with or without salary.

(2) For purposes of the legislative authority described in paragraph (B) of this rule, the term university faculty shall mean all regular tenure-track faculty, the president, members of the president's cabinet, the deans of the colleges and of the graduate school, the executive dean of the colleges of the arts and sciences, and the dean for undergraduate education.

(B) University faculty; powers.

(1) The legislative authority to establish educational and academic policies of the university is vested in the university faculty, subject to the approval of the board of trustees. In this connection, the university faculty shall have the authority, subject to the approval of the board of trustees, to adopt rules to effectuate the educational and academic policies of the university. It shall also act upon all matters of routine faculty business in pursuance of already established university policies and shall recommend to the board of trustees candidates for honorary degrees.

(2) The university faculty may delegate any or all of its authority and responsibility to a university senate if such senate is established by rule and approved by the board.

(C) Graduate faculty. There shall be established a graduate faculty with such membership and having such authority and responsibility as provided by rule promulgated by the university faculty or university senate and approved by the board.

(D) College and department or school faculties. There shall be established college and department or school faculties with such membership and having such authority and responsibility as provided by rule promulgated by the university faculty or university senate and approved by the board.

Rule 3335-1-05 | University organization.

(A) University organization. For the purpose of administering the various programs of the university, there shall be established educational and administrative units within the university. All educational units, except academic centers as outlined in Faculty Rule 3335-3-36 of the Administrative Code, of the university shall be established, altered, or abolished only on vote of the board of trustees.

(B) Basic educational organization of the university. The basic organization of the educational units of the university shall be departments, divisions, schools, academic centers, colleges, regional campuses, the graduate school, and the agricultural technical institute.

(1) Schools, departments, and divisions. The unit of the university for instruction, research, and extension in a defined field of learning is the school, department, or division.

(2) Academic centers. The unit of the university for research, instruction, or related service which crosses department, division, school, or college boundaries is the academic center.

(3) Colleges and graduate school. For educational administration the university shall be organized into a graduate school and fifteen colleges. The fifteen colleges are: the college of arts and sciences, the college of food, agricultural, and environmental sciences, the Max M. Fisher college of business, the college of dentistry, the college of education and human ecology, the college of engineering, the Michael E. Moritz college of law, the college of medicine, the college of nursing, the college of optometry, the college of pharmacy, the John Glenn college of public affairs, the college of public health, the college of social work, and the college of veterinary medicine.

(4) Graduate school. The graduate school shall consist of: those members of the university faculty who are approved to give graduate instruction; a graduate faculty; the research and graduate council; and an administration composed of a curriculum committee, an executive committee, the dean, the secretary and such other administrative officers as are necessary to carry out the responsibilities of the graduate school.

(5) Regional campuses. There shall be four regional campuses of the university located at Lima, Mansfield, Marion, and Newark, Ohio.

(6) Agricultural technical institute. The unit of the university for instruction leading to the associate of applied science degree in the agricultural technologies is the agricultural technical institute (Wooster). Regarding matters of administration and operation, the agricultural technical institute shall function as a school in the college of food, agricultural, and environmental sciences.

Rule 3335-1-06 | Instruction.

(A) The university year. The university year shall be divided into two semesters and a summer session with further definition as provided by rule promulgated by the university faculty or university senate and approved by the board.

(B) Admission requirements. Admission requirements, including admission to advanced standing, for entrance into the university shall be adopted by the board of trustees upon recommendation of the appropriate faculty and the approval of the university senate or the university faculty.

(C) Courses and curricula. The establishment, alteration and abolition of courses and curricula shall follow the procedures outlined by rule of the university faculty or university senate, as the rule is approved by the board of trustees, and shall be subject to review by the president and by the board (see section 3335.09 of the Revised Code).

(D) Graduation requirements. The requirements for graduation from the university shall be adopted by the board of trustees upon recommendation of the appropriate faculty and approval of the university senate or the university faculty.

(E) Degrees and certificates.

(1) Degrees and certificates shall be awarded by the board of trustees upon recommendation of the university senate or the university faculty, transmitted to the board by the president.

(2) All diplomas issued to those receiving degrees from the university shall be signed by the chair, the secretary of the board of trustees and by the president of the university.

3335-1-08 | Miscellaneous.

(A) Budget. The annual budget, as adopted by the board of trustees and as amended from time to time, shall govern all transactions involving the financial obligations of the university. The budget shall be comprised of classifications in accordance with the budget and financial reporting system adopted by the state of Ohio.

(B) Appearance before governmental offices, boards and agencies. Subject to specific control by the board of trustees, the preparation and presentation of requests for appropriations from the state of Ohio and all official dealings on behalf of the university with all federal, state and local government offices, boards and agencies shall be under the direction of the president of the university or his or her designee. Unauthorized appearances before federal, state or local government offices, boards and agencies are hereby prohibited.

(C) Non-discrimination. The Ohio state university is committed to building and maintaining a diverse community to reflect human diversity and improve opportunities for all. The university is committed to equal opportunity and eliminating discrimination. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. The Ohio state university does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status in its programs, activities, employment, and admission.

(D) Naming of university buildings. University buildings and structures shall be named by the board of trustees following recommendations submitted by the president and the appropriate faculty or other group. Buildings and structures shall not be named for any person who is an officer or employee of the university or the state of Ohio, but may be named for a person who has been retired or has otherwise left such a position for a minimum of three years.

(E) Notwithstanding any rule of the university to the contrary, the president or his or her designee, may adopt, amend, administer, and terminate as appropriate a policy regarding furloughs for faculty, staff, and/or other employees. Any action to implement furloughs that apply to faculty, staff, and/or other employees throughout the university must be presented to the ~~Board-board~~ of ~~Trustees-trustees~~ for its consideration and approval prior to its implementation. This policy shall apply to and may be used in circumstances that are separate and apart from university-wide financial exigency as set forth in rules 3335-5-02.1 ~~through to~~ 3335-5-02.3 of the Administrative Code.

3335-1-09 | Bylaws, rules and regulations; their promulgation, amendment and repeal.

(A) Statement of purpose. The foregoing bylaws are intended to provide a general framework for the functioning of the board of trustees as a governing body and for the organization, administration and operation of the Ohio state university. Detailed rules and regulations for the organization, administration and operation of the university may be promulgated, amended and repealed by the board of trustees upon its own initiative or upon the recommendation of the university faculty or the university senate.

(B) Rules and regulations; promulgation, amendment and repeal.

(1) The university faculty (either directly or through the university senate) is authorized to recommend through the president to the board of trustees the adoption of detailed rules and regulations for the university faculty. If adopted, these rules shall be called "Rules-rules of the University Facultyuniversity faculty" and shall be amended or repealed under the procedures outlined in this rule.

(2) The university faculty (either directly or through the university senate) is also authorized to make recommendations through the president to the board of trustees concerning the promulgation, amendment or repeal of the other rules and regulations for the university.

(C) Rules and regulations; vote by board of trustees. The rules and regulations for the university, including the "Rules-rules of the University Facultyuniversity faculty," may be adopted, amended or repealed by a majority vote of the board of trustees at any regular meeting of the board, the notice of which having specified that promulgation, amendment or repeal of the rules and regulations for the university is to be considered.

(D) Bylaws; adoption, amendment and repeal. Bylaws may be adopted, amended or repealed by a majority vote of the entire board of trustees at any regular meeting of the board, the notice of which having specified that amendment or repeal of the bylaws is to be considered.

(E) Bylaws; recommendations as to adoption, amendment or repeal. The university faculty or the university senate is authorized to make recommendations through the president to the board of trustees concerning the adoption, ~~the~~ amendment or repeal of these bylaws.

(F) Previous enactments of the board. Nothing contained within these bylaws shall invalidate any lawful action taken under any bylaw, resolution, rule, policy or other legal authority for the government of the university previously enacted by the board of trustees.

(G) To the extent that any of these bylaws may be inconsistent with the Ohio Revised Code, the code shall control.

RATIFICATION OF COMMITTEE APPOINTMENTS FY2027

BE IT RESOLVED, That the Board of Trustees hereby approves that the ratification of committee appointments for Fiscal Year 2027 are as follows:

Academic Excellence:

Reginald A. Wilkinson, Chair
Bradley R. Kastan, Vice Chair
Elizabeth P. Kessler
M. Katherine Holcombe
Elizabeth A. Harsh
Juan Jose Perez
Patrick J. Tiberi
Annabelle B. Feibel
Phillip Popovich (faculty member)
Eric Bielefeld (faculty member)
Jeff M.S. Kaplan (ex officio)

Engagement & External Relations:

Patrick J. Tiberi, Chair
Elizabeth A. Harsh, Vice Chair
Elizabeth P. Kessler
M. Katherine Holcombe
Pierre Bigby
Bradley R. Kastan
Kara J. Trott
Annabelle B. Feibel
Jeff M.S. Kaplan (ex officio)

Finance, Audit & Investment:

Gary R. Heminger, Chair
Pierre Bigby, Vice Chair
Tomislav B. Mitevski
Juan Jose Perez
George A. Skestos
Kara J. Trott
Patrick J. Tiberi
Patrick C. Arp
Amy Chronis
Kent M. Stahl
Jeff M.S. Kaplan (ex officio)

Governance & Institutional Accountability:

Jeff M.S. Kaplan, Co-Chair
Elizabeth P. Kessler, Co-Chair
Gary R. Heminger
Reginald A. Wilkinson
Tomislav B. Mitevski
Juan Jose Perez
Kara J. Trott
Patrick J. Tiberi

Master Planning & Facilities:

Tomislav B. Mitevski, Chair
Suzanne R. Kiggin, Vice Chair
M. Katherine Holcombe
Elizabeth A. Harsh
Reginald A. Wilkinson
Pierre Bigby
Bradley R. Kastan
Annabelle B. Feibel
Robert H. Schottenstein
Keith Myers
Jeff M.S. Kaplan (ex officio)

Talent & Compensation:

Juan Jose Perez, Chair
George A. Skestos, Vice Chair
Elizabeth P. Kessler
Gary R. Heminger
Reginald A. Wilkinson
Suzanne R. Kiggin
Patrick C. Arp
Jeff M.S. Kaplan (ex officio)

Wexner Medical Center:

Robert H. Schottenstein, Chair
Kara J. Trott, Vice Chair
Gary R. Heminger
Suzanne R. Kiggin
Tomislav B. Mitevski
George A. Skestos
Patrick C. Arp
Leslie H. Wexner, Chair Emeritus
Stephen D. Steinour
Cindy Hilsheimer
Amy Chronis
Hiroyuki Fujita
Jeff M.S. Kaplan (ex officio, voting)
Ravi V. Bellamkonda (ex officio, voting)
Trevor Brown (ex officio, voting)
Michael Papadakis (ex officio, voting)
John J. Warner (ex officio, voting)

RATIFICATION OF COMMITTEE APPOINTMENTS FY2027 (cont)

Finance Committee, Wexner Medical Center:

Stephen D. Steinour, Chair
Tomislav B. Mitevski
Juan Jose Perez
Pierre Bigby
George A. Skestos
Amy Chronis
John J. Warner
Michael Papadakis

**Quality & Professional Affairs Committee,
Wexner Medical Center:**

Kara J. Trott, Chair
George A. Skestos, Vice Chair
Suzanne R. Kiggin
Trevor Brown
Michael Papadakis
John J. Warner
Eric Bourekas
Stacy A. Brethauer
David E. Cohn
Scott A. Holliday
Daniel Like
Kami J. Maddocks
Traci Mignery
Elizabeth Seely
Corrin Steinhauer
W. Kimryn Rathmell
Andrew M. Thomas
Crystal Tubbs
Nicole Williams

Foundation Board Representative:

Pierre Bigby

Alumni Board Representative:

Bradley R. Kastan

BE IT FURTHER RESOLVED, That these appointments shall take effect at the adjournment of the meeting at which they are approved and remain in effect until they are superseded by a subsequent action of the board, so long as the persons appointed continue to be eligible to serve in such a capacity.

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.

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)

Table of Contents

Section I: General Information	4
Section II: Rationale and Goals	4
Program Goals and Expected Learning Outcomes	8
Similar Majors at Other Institutions	11
Section III. Relationship to Other Ohio State Programs	12
Other Programs in the Administrating Academic Unit(s)	12
Other Programs at Ohio State	12
Relationship to Other Institutions	17
Consultants or Advisory Committees	18
Section IV. Student Enrollment	18
Recruitment and Admission	18
Anticipated Enrollment	18
Section V. Curricular Requirements	19
Required Credits in Other Departments	21
Elective Credits in Other Departments	21
Online/Distance Components	21
Section VI. Program Assessment Plan	21
Indirect Measures	22
Direct Measures	23
Section VII. Program Faculty	24
Additional Faculty	27
Section VIII. Specialized Professional Accreditation	28
Section IX. Program Description	28
Section X. Program Funding	29
Section XI. Facilities and Equipment Requirements	29
Existing Facilities/Equipment	30
Additional University Resources	30
Classrooms	30
Other Special Facilities	31
Appendices	32
GEOG 3750: Geography of North America (3)	45
GEOG 3751: Geography of Ohio (3)	45
Appendix B. Sample Program	57
Appendix C. Advising Sheet	57
Appendix D. Concurrence	57

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; Constitutionalism; 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, Government	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	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

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
29 W. Woodruff Ave.
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

--

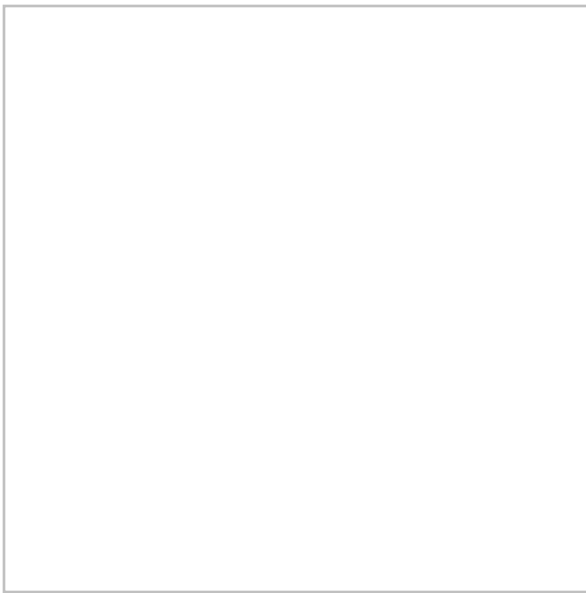
From: McMillian, Rhodesia <mcmillian.27@osu.edu>

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

310 Ramseyer Hall | 29 West Woodruff Ave. | Columbus, Ohio 43210

[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.
Associate Professor, Educational Policy
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
301-A Ramseyer Hall
29 W. Woodruff Ave.
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

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

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

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

smith.70@osu.edu

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



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: 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



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
121C Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

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
29 W. Woodruff Ave.
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

310 Ramseyer Hall | 29 West Woodruff Ave. | Columbus, Ohio 43210

[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.
Associate Professor, Educational Policy
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
301-A Ramseyer Hall
29 W. Woodruff Ave.
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.

Columbus, OH 43210

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

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



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

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

614-247-6641 Office

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

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: 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
614-247-6641 Office

martin.1026@osu.edu



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)*

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

Table of Contents

EXECUTIVE SUMMARY	3
1. GENERAL INFORMATION	3
2. RATIONALE	4
3. GOALS/OBJECTIVES AND EVALUATION OF PROGRAM	5
PROGRAM GOALS & ASSOCIATED LEARNING OUTCOMES	5
ASSESSMENT PLAN	6
<i>Methods</i>	6
<i>Alignment</i>	7
<i>Timeline</i>	11
<i>Program Review</i>	11
4. RELATIONSHIP TO OTHER PROGRAMS / BENCHMARKING	12
5. STUDENT ENROLLMENT	13
6. CURRICULAR REQUIREMENTS	14
A. PREREQUISITE SUPPORTING COURSES (30-43 CREDIT HOURS)	15
<i>Introductory Biology Courses</i>	15
<i>Mathematics Course</i>	17
<i>Statistics Course</i>	18
<i>General Chemistry Courses</i>	19
<i>Organic Chemistry Courses</i>	21
B. REQUIRED MAJOR CORE COURSES (10 CREDIT HOURS)	23
<i>Foundational Course with Embedded Literacies</i>	23
<i>Advanced Biotechnology Course</i>	23
<i>Seminar Course</i>	24
<i>Internship or Research Credit Hours</i>	25
C. MAJOR FOUNDATIONAL CONTENT COURSES (9-13 CREDIT HOURS)	25
<i>Biochemistry Course</i>	25
<i>Evolution Course</i>	26
<i>Microbiology Course</i>	26
<i>Molecular Genetics Course</i>	27
D. BUSINESS AND COMMUNICATIONS CONTENT COURSES (3 CREDIT HOURS)	27
E. ADVANCED LABORATORY COURSE ELECTIVES (6-8 CREDIT HOURS)	28
F. MAJOR ELECTIVE COURSES (3-9 CREDIT HOURS)	29
G. SUMMARY OF DEPARTMENTAL CONTRIBUTIONS	35
H. AI FLUENCY	36
I. ADDITIONAL RESOURCES REQUIRED	37
APPENDIX A: BIOTECH SCIENCE MAJOR ADVISING SHEET	38
APPENDIX B: SUMMARY OF COURSE DETAILS	40
APPENDIX C: BIOTECH SCIENCE MAJOR CURRICULUM MAP	49
APPENDIX D: SAMPLE FOUR-YEAR PLAN	53

APPENDIX E: CONCURRENCES	54
COLLEGE OF ENGINEERING.....	54
DEPARTMENT OF BIOMEDICAL ENGINEERING	55
DEPARTMENT OF CHEMICAL AND BIOMOLECULAR ENGINEERING	56
COLLEGE OF FOOD, AGRICULTURE AND ENVIRONMENTAL SCIENCE	57
DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY	58
DEPARTMENT OF EVOLUTION, ECOLOGY, AND ORGANISMAL BIOLOGY	59
DEPARTMENT OF MICROBIOLOGY	60
DEPARTMENT OF MOLECULAR GENETICS	62

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, 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 progress substitute freely.

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 Bilingual 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			

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	<u>No</u>
Endorsement	<u>No</u>

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

	BIO 145: Biology		
	BUS150: Intro to Management		
	PSY100: Intro to Psychology		
	MTH 130: Statistics		
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.			

**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.

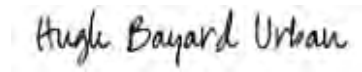
Comparative Studies currently administers three separate majors: Comparative Studies, Religious Studies, and World Literature. We are proposing that we combine these three into a single major with multiple areas of specialization. This reconfiguration of the major has several advantages. It better reflects 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 black ink that reads "Hugh Bayard Urban". The signature is written in a cursive, slightly slanted style.

Hugh B. Urban
College of Arts and Sciences Distinguished Professor
Chair, Department of Comparative Studies
The Ohio State University
451 Hagerty Hall
Columbus, OH 43210
Urban.41@osu.edu

Ashley Hope Pérez
Associate Professor
Undergraduate Studies Director, Department of Comparative Studies
The Ohio State University
451 Hagerty Hall
Columbus, OH 43210
Perez.390@osu.edu

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

c řěŇřěŇ₁Ě₁Ň₂Ě₂Ň₃Ě₃Ň₄Ě₄Ň₅Ě₅Ň₆Ě₆Ň₇Ě₇Ň₈Ě₈Ň₉Ě₉Ň₁₀Ě₁₀Ň₁₁Ě₁₁Ň₁₂Ě₁₂Ň₁₃Ě₁₃Ň₁₄Ě₁₄Ň₁₅Ě₁₅Ň₁₆Ě₁₆Ň₁₇Ě₁₇Ň₁₈Ě₁₈Ň₁₉Ě₁₉Ň₂₀Ě₂₀Ň₂₁Ě₂₁Ň₂₂Ě₂₂Ň₂₃Ě₂₃Ň₂₄Ě₂₄Ň₂₅Ě₂₅Ň₂₆Ě₂₆Ň₂₇Ě₂₇Ň₂₈Ě₂₈Ň₂₉Ě₂₉Ň₃₀Ě₃₀Ň₃₁Ě₃₁Ň₃₂Ě₃₂Ň₃₃Ě₃₃Ň₃₄Ě₃₄Ň₃₅Ě₃₅Ň₃₆Ě₃₆Ň₃₇Ě₃₇Ň₃₈Ě₃₈Ň₃₉Ě₃₉Ň₄₀Ě₄₀Ň₄₁Ě₄₁Ň₄₂Ě₄₂Ň₄₃Ě₄₃Ň₄₄Ě₄₄Ň₄₅Ě₄₅Ň₄₆Ě₄₆Ň₄₇Ě₄₇Ň₄₈Ě₄₈Ň₄₉Ě₄₉Ň₅₀Ě₅₀Ň₅₁Ě₅₁Ň₅₂Ě₅₂Ň₅₃Ě₅₃Ň₅₄Ě₅₄Ň₅₅Ě₅₅Ň₅₆Ě₅₆Ň₅₇Ě₅₇Ň₅₈Ě₅₈Ň₅₉Ě₅₉Ň₆₀Ě₆₀Ň₆₁Ě₆₁Ň₆₂Ě₆₂Ň₆₃Ě₆₃Ň₆₄Ě₆₄Ň₆₅Ě₆₅Ň₆₆Ě₆₆Ň₆₇Ě₆₇Ň₆₈Ě₆₈Ň₆₉Ě₆₉Ň₇₀Ě₇₀Ň₇₁Ě₇₁Ň₇₂Ě₇₂Ň₇₃Ě₇₃Ň₇₄Ě₇₄Ň₇₅Ě₇₅Ň₇₆Ě₇₆Ň₇₇Ě₇₇Ň₇₈Ě₇₈Ň₇₉Ě₇₉Ň₈₀Ě₈₀Ň₈₁Ě₈₁Ň₈₂Ě₈₂Ň₈₃Ě₈₃Ň₈₄Ě₈₄Ň₈₅Ě₈₅Ň₈₆Ě₈₆Ň₈₇Ě₈₇Ň₈₈Ě₈₈Ň₈₉Ě₈₉Ň₉₀Ě₉₀Ň₉₁Ě₉₁Ň₉₂Ě₉₂Ň₉₃Ě₉₃Ň₉₄Ě₉₄Ň₉₅Ě₉₅Ň₉₆Ě₉₆Ň₉₇Ě₉₇Ň₉₈Ě₉₈Ň₉₉Ě₉₉Ň₁₀₀Ě₁₀₀Ň₁₀₁Ě₁₀₁Ň₁₀₂Ě₁₀₂Ň₁₀₃Ě₁₀₃Ň₁₀₄Ě₁₀₄Ň₁₀₅Ě₁₀₅Ň₁₀₆Ě₁₀₆Ň₁₀₇Ě₁₀₇Ň₁₀₈Ě₁₀₈Ň₁₀₉Ě₁₀₉Ň₁₁₀Ě₁₁₀Ň₁₁₁Ě₁₁₁Ň₁₁₂Ě₁₁₂Ň₁₁₃Ě₁₁₃Ň₁₁₄Ě₁₁₄Ň₁₁₅Ě₁₁₅Ň₁₁₆Ě₁₁₆Ň₁₁₇Ě₁₁₇Ň₁₁₈Ě₁₁₈Ň₁₁₉Ě₁₁₉Ň₁₂₀Ě₁₂₀Ň₁₂₁Ě₁₂₁Ň₁₂₂Ě₁₂₂Ň₁₂₃Ě₁₂₃Ň₁₂₄Ě₁₂₄Ň₁₂₅Ě₁₂₅Ň₁₂₆Ě₁₂₆Ň₁₂₇Ě₁₂₇Ň₁₂₈Ě₁₂₈Ň₁₂₉Ě₁₂₉Ň₁₃₀Ě₁₃₀Ň₁₃₁Ě₁₃₁Ň₁₃₂Ě₁₃₂Ň₁₃₃Ě₁₃₃Ň₁₃₄Ě₁₃₄Ň₁₃₅Ě₁₃₅Ň₁₃₆Ě₁₃₆Ň₁₃₇Ě₁₃₇Ň₁₃₈Ě₁₃₈Ň₁₃₉Ě₁₃₉Ň₁₄₀Ě₁₄₀Ň₁₄₁Ě₁₄₁Ň₁₄₂Ě₁₄₂Ň₁₄₃Ě₁₄₃Ň₁₄₄Ě₁₄₄Ň₁₄₅Ě₁₄₅Ň₁₄₆Ě₁₄₆Ň₁₄₇Ě₁₄₇Ň₁₄₈Ě₁₄₈Ň₁₄₉Ě₁₄₉Ň₁₅₀Ě₁₅₀Ň₁₅₁Ě₁₅₁Ň₁₅₂Ě₁₅₂Ň₁₅₃Ě₁₅₃Ň₁₅₄Ě₁₅₄Ň₁₅₅Ě₁₅₅Ň₁₅₆Ě₁₅₆Ň₁₅₇Ě₁₅₇Ň₁₅₈Ě₁₅₈Ň₁₅₉Ě₁₅₉Ň₁₆₀Ě₁₆₀Ň₁₆₁Ě₁₆₁Ň₁₆₂Ě₁₆₂Ň₁₆₃Ě₁₆₃Ň₁₆₄Ě₁₆₄Ň₁₆₅Ě₁₆₅Ň₁₆₆Ě₁₆₆Ň₁₆₇Ě₁₆₇Ň₁₆₈Ě₁₆₈Ň₁₆₉Ě₁₆₉Ň₁₇₀Ě₁₇₀Ň₁₇₁Ě₁₇₁Ň₁₇₂Ě₁₇₂Ň₁₇₃Ě₁₇₃Ň₁₇₄Ě₁₇₄Ň₁₇₅Ě₁₇₅Ň₁₇₆Ě₁₇₆Ň₁₇₇Ě₁₇₇Ň₁₇₈Ě₁₇₈Ň₁₇₉Ě₁₇₉Ň₁₈₀Ě₁₈₀Ň₁₈₁Ě₁₈₁Ň₁₈₂Ě₁₈₂Ň₁₈₃Ě₁₈₃Ň₁₈₄Ě₁₈₄Ň₁₈₅Ě₁₈₅Ň₁₈₆Ě₁₈₆Ň₁₈₇Ě₁₈₇Ň₁₈₈Ě₁₈₈Ň₁₈₉Ě₁₈₉Ň₁₉₀Ě₁₉₀Ň₁₉₁Ě₁₉₁Ň₁₉₂Ě₁₉₂Ň₁₉₃Ě₁₉₃Ň₁₉₄Ě₁₉₄Ň₁₉₅Ě₁₉₅Ň₁₉₆Ě<

- 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	RELSTDS 2370 Introduction to Comparative Religion	3
Melissa Curley	Associate Professor	FT	PhD, Religious Studies, McGill University, 2009	16	RELSTDS 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 4420 Cultural Food Systems and Sustainability
CS 2104(H) Literature, Science and Technology	CS 4597.01 Global Studies of Science and Technology
CS 2105 Literature and Ethnicity	CS 4597.02 Global Culture
CS 2214 Intro to Sexuality Studies	CS 4597.03 Global Folklore
CS 2220 Intro to South Asian Studies	CS 4658 (3658) Folklore of the Americas
CS 2264 Intro to Popular Culture Studies	CS 4661 (3661) The City and Culture
CS 2281 American Icons	CS 4803 Studies in Asian American Literature and Culture
CS 2301 Intro to World Literature	CS 4804 Studies in Latino Literature and Culture
CS 2321 Intro to Asian American Studies	CS 4822 Native American Identity
CS 2322 Intro to Latino Studies (Intro to Latinx Studies)	CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality
CS 2323 Intro to American Indian Studies	CS 5240 Race and Public Policy in the US
CS 2420 Intro to American Food Cultures	RS 3210 Jewish Mystical Tradition
CS 2340 Intro to Cultures of Science and Technology	RS 3671 Religions of India
CS 2341 Technology, Science, and Society	RS 3672 Native American Religions
CS 2350(H) Intro to Folklore	RS 3673 The Buddhist Tradition
CS 2684(H) Modernity and Postmodernity	RS 3674 African Religions
CS 3360 Intro to Globalization and Culture	RS 3678 Religion and American Culture
CS 3603 Love and Literature	RS 3679 Religion and Popular Culture
CS 3606 The Quest in World Literature	RS 3680 Religion and Law in Comparative Perspective
CS 3607 Film and Literature	RS 3872H Varieties of Christianity
CS 3608 Representations of the Experience of War	RS 3877 Myth and Ritual
CS 3645(H) Cultures of Medicine	RS 3972 Theory and Method in the Study of Religion
CS 3646 Cultures, Natures, Technologies	RS 4871 Religion and American Politics
CS 3680 Religion and Law in Comparative Perspective	RS 4873 Contemporary Religious Movements in Global Context
CS 3686 Cultural Studies of American Popular Musics	RS 4875 Gender, Sexuality, and Religion
CS 3689 Transnationalism and Culture in the Americas	
CS 3808 Utopia and Dystopia	

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 to 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 JAPANSE)

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	CREDITS
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	CREDITS
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			



210 Kottman Hall
2021 Coffey Rd.
Columbus, OH 43210-1085

614-292-2265 Phone
614-292-7432 Fax

senr.osu.edu

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	
Other course may be added with faculty advisor approval			
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	
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 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	

Proposed Changes to NRM Major Creating a New PAR Major

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 - ENR 3335.01 (& ENR 3335.02) Introduction to Wildland Fire Mgmt (& Lab) - ENR 5340 Forest Ecosystem Mgmt - ENR 5370 Management of Wildlife Habitat - Wildlife Management - ENR 4360 Zoo Science and Mgmt (2) - ENR 5360 Principles of Wildlife Ecology and Mgmt - ENR 5364.01 Mammalian Wildlife Biology & Mgmt *OR* ENR 5364.02 Avian Wildlife Biology & Mgmt - Aquatic/Fisheries Science - ENR 3280 Water Quality Management (2) - ENR 4342 Principles of Fisheries Ecology and Mgmt - ENR 5280 Stream Ecology (4) - Ecosystem Restoration - EEOB 3410 Ecology (4) (<i>note: EEOB 3410 is a prerequisite for ENR 3800 – cannot take with any other combo</i>) - 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) (note: EEOB 3410 is a prerequisite for ENR 3800 – cannot take with any other combo) - o ENR 3800 Principles and Tools of Ecosystem Restoration (2) (Prereq EEOB 3410)	5-7



210 Kottman Hall
2021 Coffey Rd.
Columbus, OH 43210-1085

614-292-2265 Phone
614-292-7432 Fax

senr.osu.edu

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)					
Foundations	24		Major Prerequisites		
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 Math 1130/1148❖	4				
Literary, Visual & Performing Arts	3				
Historical & Cultural Studies	3				
Natural Science: Chem 1110❖	5		SENR CORE REQUIREMENTS		19 Hours
Social & Behavioral Sciences: ENR 2300❖	3		ENR 1100 (ENR Survey) AU/SP	1	
Race, Ethnicity, & Gender Diversity	3		ENR 2100 (Intro to Environmental Science) AU/SP/SU	3	
Thematic Pathways	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 Recommend overlap with SENR Core	4-6		ENR 3200 (Environment and Natural Resources Policy)▲ AU/SP	3	
Bookend Courses	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
Major Supporting Courses	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		
Free Electives	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

Policy and Governance	12
Select at least two from the following list:	
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
Choose additional courses from the following:	
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

Proposed Changes to EPDM Major Creating a New EP Major

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

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
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. <u>Au, Sp Sems.</u>	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	

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 June 3, 2026, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: KARIN ALLENSPACH*
Title: Professor (The Endowed Chair in Comparative and Translational Oncology and Biomedical Research)
College: Veterinary Medicine
Term: September 1, 2026, through July 31, 2031

Name: NATARAJAN BALASUBRAMANIAN*
Title: Professor (The Robert and Anne Hoyt Fund)
College: Fisher College of Business
Term: September 1, 2026, through August 31, 2031

Name: SUSIE BREITENSTEIN
Title: Professor (Centennial Endowed Professor of Nursing)
College: Nursing
Term: August 20, 2026, through August 19, 2031

Name: KRISTI CHERAMIE
Title: Professor (The Hubert Schmidt Chair in Landscape Architecture)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: EDWARD DODSON
Title: Professor-Clinical (The William H. Saunders M.D. Professorship in Otolaryngology)
College: Medicine
Term: August 15, 2026, through June 30, 2030

Name: KIELY FLETCHER*
Title: Vice Provost for Strategic Enrollment Management
College: Office of Academic Affairs
Term: June 15, 2026

Name: FRANK JACOBUS
Title: Professor and Director (Walter H. Kidd Designated Professorship KSA)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: OSAMA KHALIL*
Title: Associate Professor (The Dr. Charles Saltzer Professorship in Mathematics)
College: Arts and Sciences
Term: August 16, 2027, through August 16, 2032

Name: KAMI MADDOCKS
Title: Professor-Clinical (Natalie M. Knutsen Professorship)
College: Medicine
Term: September 1, 2026, through June 30, 2030

Name: ANTOINETTE MARSH
Title: Professor (The Endowed Chair in Comparative and Translational Parasitic and Infectious Diseases)
College: Veterinary Medicine
Term: September 1, 2026, through July 31, 2031

Name: DUSTIN MIXON
Title: Associate Professor (The Russell C. Shaw and Lynn B. Shaw Endowed Professorship in Mathematics)
College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: NATHAN MOWERY
Title: Professor-Clinical (Margaret Bowers Hardymon Professorship in Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MICHAEL NEBLO
Title: Professor (The Ann and Darrell Dreher Chair in Political Communication and Policy Thinking)
College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: KATHY NORTHERN
Title: Associate Professor (The Joanne Wharton Murphy/Class of 1965 and 1973 Professorship in Law)
College: Law
Term: August 15, 2026, through August 14, 2031

Name: EFTHIMI PARASIDIS
Title: Professor (The Robert J. Lynn Chair in Law)
College: Law
Term: August 15, 2026, through August 14, 2031

Name: ROBIN QUEEN*
Title: Professor and Chair (Bertha Lamme Professorship)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: BALASUBRAMANIAM SHANKER
Title: Interim Dean
College: Engineering
Term: August 1, 2026, through June 30, 2027

Name: JEFFREY J. WALLINE
Title: Dean
College: Optometry
Term: July 1, 2026, through June 30, 2031

Reappointments

Name: ELIZABETH COOKE
Title: Professor-Clinical (The Frank C. Woodside III Clinical Professorship of Trial Advocacy)
College: Law
Term: August 15, 2026, through August 14, 2031

Name: MONICA COX
Title: Professor (Distinguished Professor of Engineering)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: LAURA DUGAN
Title: Professor (Ralph Mershon Designated Professorship of Human Security)
College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: CESAR CUAUHTEMOC GARCIA HERNANDEZ
Title: Professor (The Gregory H. Williams Chair in Civil Rights and Civil Liberties)
College: Law
Term: August 15, 2026, through August 14, 2031

Name: ANDREW GLASSMAN
Title: Professor and Chair (The Frank J. Kloenne Chair in Orthopedic Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2028

Name: JOHN HORACK
Title: Professor and Vice President (Neil A. Armstrong Chair in Aerospace Policy)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: IGOR JOULINE
Title: Professor (The Rod Sharp Professorship in Microbiology)
College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: AHMET KAHRAMAN
Title: Professor (Howard D. Winbigler Designated Professorship)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: SANJAY KRISHNA
Title: Professor (The George R. Smith Chair in Engineering)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: DHABALESWAR KUMAR
Title: Professor (Distinguished Professor of Engineering)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: TASHA LEWIS
Title: Associate Professor-Clinical (The Nina Mae Mattus Professorship)

College: Education and Human Ecology
Term: August 15, 2026, through August 14, 2031

Name: JAMIE LIPP
Title: Associate Professor-Clinical (Mary Fried Endowed Clinical Professorship)
College: Education and Human Ecology
Term: August 15, 2026, through August 14, 2031

Name: RAMA MALLAMPALLI
Title: Professor and Chair (S. Robert Davis Chair of Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MATTHEW MAYHEW
Title: Professor (The William Ray and Marie Adamson Flesher Endowed Professor in Educational Administration)
College: Education and Human Ecology
Term: August 15, 2026, through August 14, 2031

Name: DAVID MCCOMB
Title: Professor (Ohio Research Scholar in Materials)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: MARTA NOWAK
Title: Assistant Professor (The Christos Yessios Endowed Professorship)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: JOHN NUSSTEIN
Title: Professor (Dr. William J. Meyers Endowed Chair in Endodontics)
College: Dentistry
Term: August 15, 2026, through August 14, 2030

Name: PHILLIP POPOVICH
Title: Professor and Chair (Ray W. Poppleton Research Designated Chair)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: DONGBIN XIU
Title: Professor (Ohio Eminent Scholar in Scientific Computation)
College: Arts and Sciences
Term: August 15, 2026, through June 30, 2031

Name: AHMED YOUSEF
Title: Professor (The Virginia Hutchison Bazler and Frank E. Bazler Chair in Food Science)
College: Food, Agricultural, and Environmental Sciences
Term: July 1, 2026, through June 30, 2031

Name: XIAODONG ZHANG
Title: Professor (Robert M. Critchfield Professorship in Engineering)
College: Engineering
Term: July 1, 2026, through June 30, 2031

Extensions

*New Hire

University Faculty Awards

Name:	JASMINE ABUKAR
Title:	Assistant Professor-Clinical (Alumni Award for Distinguished Teaching)
College:	Education and Human Ecology
Name:	YIGIT AKIN
Title:	Associate Professor (Alumni Award for Distinguished Teaching)
College:	Arts and Sciences
Name:	DAWN ALLAIN
Title:	Professor (Alumni Award for Distinguished Teaching)
College:	Medicine
Name:	SHARON AMACHER
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Arts and Sciences
Name:	REBECCA ANDRIDGE
Title:	Professor (Alumni Award for Distinguished Teaching)
College:	Public Health
Name:	GAIL BESNER
Title:	Professor (Distinguished University Professor)
College:	Medicine
Name:	AMANDA BIRD
Title:	Associate Professor (Alumni Award for Distinguished Teaching)
College:	Education and Human Ecology
Name:	NICHOLAS BREYFOGLE
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Arts and Sciences
Name:	CHRISTIANE BUUCK
Title:	Senior Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College:	Arts and Sciences
Name:	CAROLINE CLARK
Title:	Professor (President and Provost's Award for Distinguished Faculty Service)
College:	Education and Human Ecology
Name:	SUSAN COLE
Title:	Professor and Chair (President and Provost's Award for Distinguished Faculty Service)
College:	Arts and Sciences
Name:	JOHN DAVIDSON
Title:	Professor (President and Provost's Award for Distinguished Faculty Service)
College:	Arts and Sciences

Name:	ANDREA GROTTOLI
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Arts and Sciences
Name:	JAMES KINDER
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Food, Agricultural, and Environmental Sciences
Name:	ELLEN KLINGER
Title:	Associate Professor (Alumni Award for Distinguished Teaching)
College:	Food, Agricultural, and Environmental Sciences
Name:	ALEXIA LEONARD
Title:	Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College:	Engineering
Name:	LAURA LINDSEY
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Food, Agricultural, and Environmental Sciences
Name:	SHAN-LU LIU
Title:	Professor (Distinguished University Professor)
College:	Veterinary Medicine
Name:	ALAN LUO
Title:	Professor (Distinguished University Professor)
College:	Engineering
Name:	DAVID MATTHEWS
Title:	Associate Professor-Practice (Provost's Award for Distinguished Teaching by a Lecturer)
College:	Pharmacy
Name:	ANN MACLEARNEY
Title:	Professor (Faculty-to-Faculty Mentorship Award)
College:	Medicine
Name:	CALVIN OLSEN
Title:	Senior Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)
College:	Arts and Sciences
Name:	GIORGIO RIZZONI
Title:	Professor (Distinguished University Professor)
College:	Engineering
Name:	DANIELLE SCHOON
Title:	Assistant Professor-Clinical (Alumni Award for Distinguished Teaching)
College:	Arts and Sciences
Name:	GURAMRIT SINGH
Title:	Associate Professor (Alumni Award for Distinguished Teaching)
College:	Arts and Sciences
Name:	BRENT SOHNGEN
Title:	Professor (Distinguished University Professor)

College: Food, Agricultural, and Environmental Sciences

Name: MARGARET SUMNER

Title: Associate Professor (Alumni Award for Distinguished Teaching)

College: Arts and Sciences, The Ohio State University at Marion

Name: MICHAEL TERRANOVA

Title: Assistant Professor (Provost's Award for Distinguished Teaching by a Lecturer)

College: Office of Academic Affairs, Naval Science

Name: CLAUDIA TURRO

Title: Professor (Distinguished University Professor)

College: Arts and Sciences

Name: JENNIFER WALTERS

Title: Lecturer (Provost's Award for Distinguished Teaching by a Lecturer)

College: Arts and Sciences

Name: RYAN YODER

Title: Professor (Alumni Award for Distinguished Teaching)

College: Arts and Sciences, The Ohio State University at Marion

Appointments/Reappointments of Chairpersons

ERIC BARRETT, Assistant Dean and Chair, Department of Extension, June 1, 2026, through June 30, 2029

NICHOLAS BREYFOGLE, Chair, Department of History, July 1, 2026, through June 30, 2030

ANGELA BRINTLINGER, Chair, Department of Slavic and East European Languages and Cultures, July 1, 2027, through June 30, 2030

JOHN BUFORD, Interim Director, School of Health and Rehabilitation Sciences, June 1, 2026, through June 30, 2027, or until a new Director is named

ADAM CARBERRY**, Chair, Department of Engineering Education, June 1, 2027, through May 31, 2028

AARON CLARK**, Chair, Department of Family and Community Medicine, July 1, 2026, through June 30, 2030

EDWARD COOPER, Chief Medical Officer, Veterinary Health System in the College of Veterinary Medicine, August 1, 2026, through July 30, 2029

TRACY DUMAS, Interim Chair, Department of Management and Human Resources, July 1, 2026, through August 14, 2027; or until a new chair is named

MARY GARDINER, Interim Chair, Department of Entomology, June 1, 2026, through June 30, 2027, or until a new chair is named

STEPHEN GAVAZZI**, Director, Center for Human Resources Research, August 15, 2026, through August 14, 2030

ANDREW GLASSMAN**, Chair, Department of Orthopaedics, July 1, 2026, through June 30, 2028, or until a new chair is named

SATHYA GOPALAKRISHNAN, Interim Chair, Department of Agricultural Communication, Education, and Leadership, June 1, 2026, through June 30, 2027, or until a new chair is named

MICHAEL IBRAHIM, Director, School of Music, July 1, 2026, through June 30, 2030

ELENA IRWIN, Director, Sustainability Institute, January 1, 2026, through August 21, 2026 (Elena is retiring)

JANE JACKMAN, Chair, Department of Chemistry and Biochemistry, July 1, 2026, through June 30, 2030

FRANK JACOBUS*, Director, Knowlton School of Architecture, July 1, 2026, through May 31, 2030

CATHERINE KRAWCZESKI**, Chair, Department of Pediatrics, July 1, 2026, through June 30, 2030

SUSAN LANG, Interim Director, Center for Languages, Literatures and Cultures, August 1, 2026, through December 31, 2026

MITCHELL LERNER, Director, Mershon Center for International Security Studies, July 1, 2026, through June 30, 2030

LANG LI**, Chair, Department of Biomedical Informatics, July 1, 2026, through June 30, 2030

STEVEN LOWER, Director, School of Environment and Natural Resources, August 15, 2026, through June 30, 2030

RAMA MALLAMPALLI**, Chair, Department of Internal Medicine, July 1, 2026, through June 30, 2030

PALOMA MARTINEZ-CRUZ, Chair, Department of Spanish and Portuguese, July 1, 2026, through June 30, 2030

SUSAN MASSICK**, Interim Chair, Department of Dermatology, July 1, 2026, through June 30, 2027, or until a new chair is named

ELENA PAST*, Chair, Department of French and Italian, July 1, 2026, through June 30, 2030

CRYSTAL PERKINS, Chair, Department of Dance, July 1, 2026, through June 30, 2030

LAUREN PINTOR, Interim Co-Director, School of Environment and Natural Resources, July 1, 2026, through August 15, 2026, or until a new director is named

PHILLIP POPOVICH**, Chair, Department of Neuroscience, July 1, 2026, through June 30, 2030

ROBIN QUEEN*, Chair, Department of Biomedical Engineering, July 1, 2026, through May 31, 2030

ZARINE SHAH**, Interim Chair, Department of Radiology, July 1, 2026, through June 30, 2027, or until a new chair is named

BLAKE STRINGER, Chair, Department of Aviation, July 1, 2026, through May 31, 2030

BINAYA SUBEDI, Chair, Department of Teaching and Learning, August 15, 2026, through August 14, 2030

JENNIFER SUCHLAND, Interim Chair, Department of Slavic and East European Languages and Cultures, July 1, 2026, through June 30, 2027, or until a new chair is named.

AMANDA TOLAND**, Interim Chair, Department of Cancer Biology and Genetics, July 1, 2026, through June 30, 2027, or until a new chair is named

RICHARD URMAN**, Chair, Department of Anesthesiology, July 1, 2026, through June 30, 2030

JEFFREY WALLINE, Dean, College of Optometry, July 1, 2026, through June 30, 2031

DUANE WEGENER**, Chair, Department of Psychology, July 1, 2026, through June 30, 2030

SETH WEINBERG, Interim Chair, Department of Biomedical Engineering, June 1, 2026, through June 30, 2026, or until a new chair is named

ISAAC WEINER, Interim Chair, Department of Comparative Studies, July 1, 2026, through June 30, 2027

ROBYN WILSON, Interim Co-Director, School of Environment and Natural Resources, July 1, 2026, through August 15, 2026, or until a new director is named

**Reappointment

*New Hire

Faculty Professional Leaves

BENJAMIN ACOSTA-HUGHES, Professor, Department of Classics, FPL for Fall 2026

AINA APPOVA, Associate Professor, Department of Teaching and Learning, FPL for Spring 2027

ALVARO GARCIA GUERRA, Associate Professor, Department of Animal Sciences, FPL for Spring 2027

MONICA GIUSTI, Professor, Department of Food Science and Technology, FPL for Spring 2027

JOSHUA HAWLEY, Professor, John Glenn College of Public Affairs, FPL for Spring 2027

LUIS RODRIGUEZ-SAONA, Professor, Department of Food Science and Technology, FPL for Spring 2027

LAURA SELMIC, Professor, Department of Veterinary Clinical Sciences, FPL for Fall 2026 and Spring 2027

RYAN WINSTON, Associate Professor, Department of Food, Agricultural, and Biological Engineering, FPL for Fall 2026

Faculty Professional Leave Changes/Cancellations

TANYA BERGER-WOLF, Professor, Department of Computer Science and Engineering, Cancellation of FPL

ERIC FOSLER-LUSSIÉ, Professor, Department of Computer Science and Engineering, Cancellation of FPL

TODD GANNON, Professor, Knowlton School of Architecture, Change of FPL from Fall 2026 and Spring 2027 to Spring 2027 only

TIMOTHY JUDGE, Professor, Department of Management and Human Resources, Cancellation of FPL

MARK MORITZ, Professor, Department of Anthropology, Change of FPL from Fall 2026 to Spring 2027

RADU TEODORESCU, Professor, Department of Computer Science and Engineering, Change of FPL from Fall 2026 and Spring 2027 to Spring 2027 only

Emeritus Titles

TUNC ALDEMIR, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective June 1, 2026

ELIZABETH BLACK, University Libraries, with the title of Associate Professor Emeritus, effective July 1, 2026

TERRI BUCCI, Department of Teaching and Learning, with the title of Associate Professor Emeritus, effective July 1, 2026

JEN-PING CHEN, Department of Mechanical and Aerospace Engineering, with the title of Professor Emeritus, effective June 1, 2026

JILL CLUTTER, School of Health and Rehabilitation Sciences, with the title of Associate Professor-Clinical Emeritus, effective June 1, 2026

BRADLEY CLYMER, Department of Electrical and Computer Engineering, with the title of Associate Professor Emeritus, effective June 1, 2026

ERIK DRAPER, Department of Extension, with the title of Assistant Professor Emeritus, effective August 9, 2026

MAGDA EL-SHERBINI, University Libraries, with the title of Professor Emeritus, effective May 1, 2026

DEBRA GOFF, College of Pharmacy, with the title of Associated Faculty Emeritus, effective August 1, 2026

LUANNE HALL-STOODLEY, Department of Microbial Infection and Immunity, with the title of Research Associate Professor Emeritus, effective July 1, 2026

SHERMAN HANNA, Department of Human Sciences, with the title of Professor Emeritus, effective June 1, 2026

BARBARA HECK, Department of Germanic Languages and Literatures, with the title of Assistant Professor-Clinical Emeritus, effective June 1, 2026

ELENA IRWIN, Department of Agricultural, Environmental and Development Economics, with the title of Professor Emeritus, effective August 22, 2026

RAFAEL JIMENEZ-FLORES, Department of Food Science and Technology, with the title of Professor Emeritus, effective September 16, 2026

LAURICE JOSEPH, Department of Educational Studies, with the title of Professor Emeritus, effective August 1, 2026-CHANGE OF DATE

TIMOTHY JUDGE, Department of Management and Human Resources, with the title of Professor Emeritus, effective June 1, 2027

JOHN MAHAN, Department of Pediatrics, with the title of Professor Emeritus, effective September 1, 2026

EDIE NORLIN, Newark Campus, with the title of Associated Faculty Emeritus, effective May 1, 2026

MICHAEL OGLESBEE, Department of Veterinary Biosciences, with the title of Professor Emeritus, effective July 1, 2026

SAM PENZA, Department of Internal Medicine, with the title of Professor-Clinical Emeritus, effective July 1, 2026

MARK PITT, Department of Psychology, with the title of Professor Emeritus, effective August 1, 2026

LEE POTTER, Department of Electrical and Computer Engineering, with the title of Professor Emeritus, effective July 1, 2026

KEITH REDMILL, Department of Electrical and Computer Engineering, with the title of Research Associate Professor Emeritus, effective July 1, 2026

RANDOLPH ROTH, Department of History, with the title of Professor Emeritus, effective February 1, 2027

PAUL SANDERS, School of Music, with the title of Professor Emeritus, effective January 1, 2026

SHERWIN SINGER, Department of Chemistry and Biochemistry, with the title of Professor Emeritus, effective August 1, 2026

DARLENE SLACK, Mansfield Campus, with the title of Associated Faculty Emeritus, effective June 1, 2026

CINDY ZELLEFROW, College of Nursing, with the title of Assistant Professor-Clinical Emeritus, effective September 1, 2026

2026/2027 Hires

COLLEGE OF ARTS AND SCIENCES ART AND HUMANITIES

PROMOTION TO PROFESSOR WITH TENURE

Past, Elena, French and Italian, July 1, 2026

COLLEGE OF ARTS AND SCIENCES NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR WITH TENURE

Clarke, Bertrand, Statistics, January 1, 2027

COLLEGE OF ARTS AND SCIENCES NATURAL AND MATHEMATICAL SCIENCES CLINICAL

REAPPOINTMENT

Metzger, Thomas, Statistics, August 15, 2026

COLLEGE OF ARTS AND SCIENCES SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Conlon, John, Economics, August 15, 2026

Liu, Yang, Psychology, January 1, 2027

Magnolfi, Lorenzo, Economics, August 15, 2026

Stezler, Bradley, Economics, July 1, 2026

COLLEGE OF DENTISTRY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Hammersmith, Kim, August 15, 2025

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR WITH TENURE

Gupta, Subhanshu, Electrical and Computer Engineering, July 1, 2026

Jacobus, Frank, Knowlton School of Architecture, July 1, 2026

Queen, Robin, Biomedical Engineering, July 1, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Nassiri, Ali, Integrated Systems Engineering, August 15, 2026

Zierden, Hannah, Biomedical Engineering, January 1, 2027

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR WITH TENURE

Balasubramanian, Natarajan, Management and Human Resources, June 1, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Feit, Elea, Marketing and Logistics, June 1, 2026

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Park, Sungho, August 15, 2026-Title Correction

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Bishop, Alexander, Pediatrics, July 2, 2026

Han, Joan, Pediatrics, July 2, 2026

Kresty, Laura, Surgery, June 17, 2026

Southerland, Lauren, Emergency Medicine, July 1, 2026

**COLLEGE OF MEDICINE
RESEARCH**

REAPPOINTMENT

Belevych, Andriy, Physiology and Cell Biology, July 1, 2027

Childerhose, Janet, Internal Medicine, July 1, 2026

Jerome, Andrew, Neurology, July 1, 2027

Karpurapu, Manjula, Internal Medicine, July 1, 2026

Samouilov, Alexandre, Internal Medicine, July 1, 2026

**COLLEGE OF NURSING
CLINICAL**

REAPPOINTMENT

Chipps, Esther, August 15, 2026

Gawlik, Kate, August 15, 2026

King, Tara, August 15, 2026

Masciola, Randee, August 15, 2026

Sharpe, Elizabeth, August 15, 2026

Zeno, Rosie, August 15, 2026

COLLEGE OF PUBLIC HEALTH

PROMOTION TO PROFESSOR WITH TENURE

Clark, Jennifer, August 15, 2026

SALMON P. CHASE CENTER FOR CIVICS, CULTURE, AND SOCIETY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Cheng, Albert, August 8, 2026

Thrasher, John, August 15, 2026

Upham, David, August 15, 2027

**UNIVERSITY LIBRARIES
CLINICAL**

REAPPOINTMENT

Landon, Natasha, August 15, 2026-Correction of Date

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Allenspach, Karin, Veterinary Biosciences, August 15, 2026

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.



THE OHIO STATE UNIVERSITY

MORITZ COLLEGE OF LAW

Kent Barnett
Dean & J. Gilbert Reese Chair in Contract Law
Tel: 614-292-0574
Barnett.835@osu.edu

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

1111 East 60th Street | Chicago, Illinois 60637
phone 773-702-9575
email sbray@uchicago.edu
www.law.uchicago.edu

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,
Berkeley School of Law
598 Simon Hall
Berkeley, CA 94720
510 643-9577
Fax 510 643-7397
www.law.berkeley.edu
mgergen@lberkeley.edu

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.

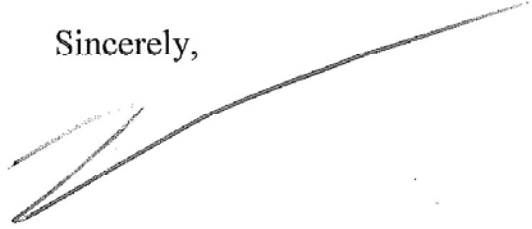
Readers of Laycock’s work on religious liberty often think he came to these positions because of his own religious beliefs and practices. Laycock is a staunch defender of religious liberty because he believes people (individually and collectively) ought to be free to choose their own belief beliefs, 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*:

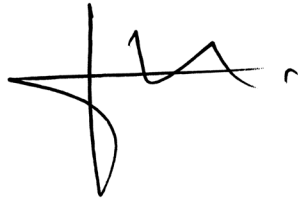
- "Suppression of a faith is no less suppression when the victims go quietly."
- "Reliance on post-ratification practice leads to such absurd consequences because it proceeds backwards. It lets the behavior of government officials control the meaning of the Constitution, when the whole point is for the 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 be '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

55 West 12th Avenue
Columbus, OH 43210-1391
614-292-4288 Phone
614-688-8422 Fax
foley.33@osu.edu

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.

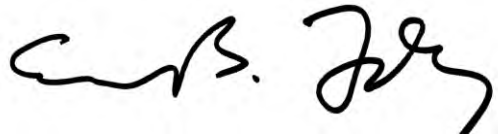
On a personal note, Professor Laycock was exceptionally generous with his time and teaching materials when I was a entry-level assistant professor seeking to teach a course on the Constitution's religion clauses for the first time. I will always be most grateful for his generosity.

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

2406 McBee St.
Austin, TX 78723
512-284-7734 (landline)
512-364-9473 (mobile)

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).

Chapters etc.

Desegregation, Affirmative Action, and the Ten-Percent Law, in *The Texas Book: Profiles, History, and Reminiscences of the University* (Richard A. Holland, ed., Univ. of Texas Press 2006).

Introduction, in 1 Hopwood v. Texas Litigation Documents, Part 1: Trial in the Federal District Court for the Western District of Texas (1992-1994) xv (Kumar Percy, ed., William S. Hein & Co. 2002).

Legal Education

Short Articles and Reviews

Doug Rendleman and the Law of Remedies, 78 Wash. & Lee L. Rev. 28 (2021).

Introduction: International Litigation Symposium Honoring the Distinguished Career of Professor Russell J. Weintraub, 38 Tex. Int'l L.J. 1 (2003).

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

WALKER ART CENTER
MINNEAPOLIS SCULPTURE GARDEN
725 Vineland Place
Minneapolis Minnesota 55403 USA

TEL 612.375.7600
FAX 612.375.7590
walkerart.org

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

Founding Artistic Director
Jawole Willa Jo Zollar

Executive Director
Michele Kumi Baer

Board of Directors
Marc Bleyer
Tammy Bormann
Debra Brookes
Carolyn Butler
Lynna Cobrall
Ashly Nikkole Davis
Michelle Dorant
Karen Garrett
Tamara Greenfield
Kenya Lee
Kyishia Lewis
Marjorie McFarlane Lucas
Yvahn Martin
Ngozi Ogbonna
Jennifer Smith
Elizabeth Williams-Riley
Jawole Willa Jo Zollar

National Advisory Board
Regina Bain
Theodore S. Berger
Mary Jamis
Alice Sheppard

*Named one of 20
America's Cultural Treasures
by the Ford Foundation*

Urban Bush Women

138 South Oxford Street, 4B
Brooklyn, NY 11217
(718) 398-4537

www.urbanbushwomen.org



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

Founding Artistic Director

Jawole Willa Jo Zollar

Executive Director

Michele Kumi Baer

Board of Directors

Marc Bleyer
Tammy Bormann
Debra Brookes
Carolyn Butler
Lynna Cobrall
Ashly Nikkole Davis
Michelle Dorant
Karen Garrett
Tamara Greenfield
Kenya Lee
Kyishia Lewis
Marjorie McFarlane Lucas
Yvahn Martin
Ngozi Ogbonna
Jennifer Smith
Elizabeth Williams-Riley
Jawole Willa Jo Zollar

National Advisory Board

Regina Bain
Theodore S. Berger
Mary Jamis
Alice Sheppard

*Named one of 20
America's Cultural Treasures
by the Ford Foundation*

Urban Bush Women

138 South Oxford Street, 4B
Brooklyn, NY 11217
(718) 398-4537

www.urbanbushwomen.org

**APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES
AND ENTER INTO/INCREASE CONSTRUCTION CONTRACTS**

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES CONTRACTS

EAST HOSPITAL – ENDOSCOPY EXPANSION AND CATH LAB

HUGHES HALL RENOVATION

WEXNER MEDICAL CENTER – COMMUNITY FACILITIES

RAMSEYER HALL RENOVATION

RESEARCH CENTER DEFERRED MAINTENANCE – PHASE 1

APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES AND CONSTRUCTION CONTRACTS

AIRPORT CAPITAL IMPROVEMENTS

BAKER HALL AC & ELECTRICAL UPGRADES

BLANKENSHIP HALL UPGRADES

FAWCETT CENTER RENOVATIONS

HOWLETT DEFERRED MAINTENANCE

KNOWLTON ROOF REPLACEMENT

NORTH TOWERS RENOVATIONS

OUTPATIENT CARE EAST – CLINIC RENOVATIONS AND RELOCATIONS

APPROVAL TO ENTER INTO/INCREASE CONSTRUCTION CONTRACTS

TUNNEL REHABILITATION PHASE 1

UNIVERSITY HOSPITAL PAVILION AHU REVIEW/REPAIR

Synopsis: Authorization to enter into/increase professional services and construction contracts, as detailed in the attached materials, is proposed.

WHEREAS in accordance with the attached materials, the university desires to enter into/increase professional services contracts for the following projects; and

	Prof. Serv. Approval Requested	Total Requested	
East Hospital – Endoscopy Expansion and Cath Lab	\$3.6M	\$3.6M	Auxiliary funds
Hughes Hall Renovation	\$5.2M	\$5.2M	University funds, State funds, Partner funds (OSEP/ENGIE)
Wexner Medical Center – Community Facilities	\$20.0M	\$20.0M	Auxiliary funds
Ramseyer Hall Renovation	\$3.1M	\$3.1M	University funds, State funds
Research Center Deferred Maintenance – Phase 1	\$4.0M	\$4.0M	University funds

**APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES
AND ENTER INTO/INCREASE CONSTRUCTION CONTRACTS (cont.)**

WHEREAS in accordance with the attached materials, the university desires to enter into/increase professional services contracts and enter into/increase construction contracts for the following projects; and

	Prof. Serv. Approval Requested	Construction Approval Requested	Total Requested	
Airport Capital Improvements	\$0.8M	\$0.5M	\$1.3M	University funds, Partner funds (FAA, ODOT)
Baker Hall Portable AC & Electrical Upgrades	\$0.6M	\$4.1M	\$4.7M	Auxiliary funds
Blankenship Hall Upgrades	\$0.1M	\$1.4M	\$1.5M	University funds, Partner funds (OSEP/ENGIE)
Fawcett Center Renovations	\$0.9M	\$5.6M	\$6.5M	Auxiliary funds
Howlett Deferred Maintenance	\$1.6M	\$9.4M	\$11.0M	University funds, Grant funds
Knowlton Roof Replacement	\$0.6M	\$5.0M	\$5.6M	University funds
North Towers Renovations	\$5.3M	\$139.7M	\$145.0M	University debt
Outpatient Care East – Clinic Renovations and Relocations	\$0.6M	\$13.6M	\$14.2M	Auxiliary funds

WHEREAS in accordance with the attached materials, the university desires to enter into/increase construction contracts for the following projects; and

	Construction Approval Requested	Total Requested	
Tunnel Rehabilitation Phase 1	\$6.1M	\$6.1M	University debt, University funds, State funds, Partner funds (OSEP/ENGIE)
University Hospital Pavilion AHU Review/Repair	\$37.8M	\$37.8M	Auxiliary funds

**APPROVAL TO ENTER INTO/INCREASE PROFESSIONAL SERVICES
AND ENTER INTO/INCREASE CONSTRUCTION CONTRACTS (cont.)**

WHEREAS the Master Planning and Facilities Committee has reviewed the projects listed above for alignment with all applicable campus plans and guidelines; and

WHEREAS the Finance and Investment Committee has reviewed the projects listed above for alignment with the Capital Investment Plan and other applicable financial plans:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance be authorized to enter into/increase professional services and construction contracts for the projects listed above in accordance with established university and State of Ohio procedures, with all actions to be reported to the board at the appropriate time.

Project Data Sheet for Board of Trustees Approval

East Hospital – Endoscopy Expansion and Cath Lab

OSU-255807 (REQ ID# WMC240004)

Project Location: OSU East Hospital

- **Approval Requested and Amount**

Professional services	\$3.6M
Total requested	\$3.6M
- **Project Budget**

Professional services	\$4.2M
Construction w/contingency	TBD
Total project budget	TBD
- **Project Funding**

Auxiliary funds
- **Project Schedule**

BoT professional services approval	09/26
Design	10/26 – 05/27
BoT construction approval	TBD
Construction	TBD
Facility opening	TBD



- **Project Delivery Method**

Construction Manager at Risk
- **Planning Framework**
 - o This project is included in the FY27 Capital Investment Plan.
 - o Scope is based on a 2026 study.
- **Project Scope**
 - o This project now includes improvements for both Cath Lab and Endoscopy to achieve cost, operational and schedule efficiency.
 - o New scope includes relocated and enlarged endoscopy procedure rooms and related support space to accommodate increasing capacity, relocation of physical and occupational therapy services to space vacated by endoscopy, and modernization of adjacent impacted entry level spaces to enhance patient services and safety and to improve flow.
 - o This project also includes the renovation of the Cath Lab (procedure room to treat heart conditions) located on the fifth floor of Ohio State East Hospital.
- **Approval Requested**
 - o Approval is requested to increase professional services contracts.

-
- **project team**

University project manager: Vetrano, Christina
AE/design architect: Gensler
CM at Risk or Design Builder: CMR

Project Data Sheet for Board of Trustees Approval

Hughes Hall Renovation

OSU-270007 (REQ ID# CAS220015)

Project Location: Hughes Hall (0042) 1899 College Rd.

- **Approval Requested and Amount**

Professional services	\$5.2M
Total requested	\$5.2M

- **Project Budget**

Professional services	\$4.9M
Construction w/contingency	\$52.1M
OSEP/ENGIE	\$0.3M
Total project budget	\$57.3M

- **Project Funding**
University funds, State funds, Partner funds (OSEP/ENGIE)

- **Project Schedule**

BoT professional services approval	09/26
Design	10/26 – 06/27
BoT construction approval	TBD
Construction	TBD – TBD
Facility opening	TBD

- **Project Delivery Method**
Construction Manager at Risk (CMR)

- **Planning Framework**
 - o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**
 - o The renovation of Hughes Hall will provide new classrooms, support offices, collaboration spaces, and AI hub to enhance the student, faculty and community experience.
 - o The renovation will address deferred maintenance and modernize aging building infrastructure to support the current and future needs of College of Arts and Sciences and Classroom Pool.
 - o ENGIE scope includes the design work involved in connecting to chilled water lines.

- **Approval Requested**
 - o Approval is requested to enter into professional services contracts.



-
- **project team**
University project manager: Conkel, Lindsay / Murillo-Kirlangitis, Karin
AE/design architect: TBD
CM at Risk: TBD

Project Data Sheet for Board of Trustees Approval

Wexner Medical Center – Community Facilities

OSU-265987 (REQ ID# WMC270004)

Project Location: Central Ohio

- **Approval Requested and Amount**

Professional services	\$20.0M
Total requested	\$20.0M

- **Project Budget**

Professional services	TBD
Construction w/contingency	TBD
Total project budget	TBD

- **Project Funding**

Auxiliary funds

- **Project Schedule**

BoT professional services approval	09/26
Design	10/26 – TBD
BoT construction approval	TBD
Construction	TBD
Facility opening	TBD

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o This project will advance planning and design for Wexner Medical Center community facilities, creating a standardized model for future care sites.
- o This initial request will evaluate site feasibility, desired program and optimal design approach to ensure future adaptability and scalability. A contractor will also be engaged to provide pre-construction services including phasing strategies and cost estimating.

- **Approval Requested**

- o Approval is requested to enter into professional services contracts.

- **project team**

University project manager: Fallang, Ragan
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Ramseyer Hall Renovation

OSU-270009 (REQ ID# CAS270001)

Project Location: Ramseyer Hall (0090) 29 W Woodruff Avenue

- **Approval Requested and Amount**

Professional services	\$3.1M
Total requested	\$3.1M

- **Project Budget**

Professional services	TBD
Construction w/contingency	TBD
Total project budget	TBD

- **Project Funding**

University funds, State funds

- **Project Schedule**

BoT professional services approval	09/26
Design	10/26 – 06/27
BoT construction approval	TBD
Construction	TBD
Facility opening	TBD



- **Project Delivery Method**

Construction Manager at Risk (CMR)

- **Planning Framework**

o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o The renovation will preserve and revitalize an architecturally significant facility through comprehensive interior renovations and building envelope upgrades, improving functionality while creating modern spaces for teaching, learning, and collaboration.
- o This project will modernize building infrastructure and address deferred maintenance to support the current and future needs of College of Arts and Sciences, Classroom Pool, and the Salmon P. Chase Center for Civics, Culture, and Society.

- **Approval Requested**

o Approval is requested to enter into professional services contracts.

- **project team**

University project manager: Lytle, Sara
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Research Center Deferred Maintenance – Phase 1

OSU-270029 (REQ ID# FOD270008)

Project Location: 1314 Kinnear Road, Columbus, Ohio 43212

- **Approval Requested and Amount**

Professional services	\$4.0M
Total requested	\$4.0M

- **Project Budget**

Professional services	\$4.0M
Construction w/contingency	\$16.0M
Total project budget	\$20.0M

- **Project Funding**

University funds

- **Project Schedule**

BoT professional services approval	09/26
Design	10/26 – 09/27
BoT construction approval	TBD
Construction	TBD
Facility opening	TBD



- **Project Delivery Method**

General Contracting

- **Planning Framework**

- o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o The project will include a comprehensive building assessment to identify long-term needs, while immediate renovation efforts will target capital improvements to address critical base building deficiencies.
- o Project scope will extend the functional life of the facility through targeted infrastructure investments maintaining a safe, reliable, and operational building environment.
- o Initial work is anticipated to include replacement of the roof, envelope repairs, upgrades to major building systems including boilers, air handling units, exhaust systems, controls, and supporting electrical and life safety infrastructure. Additional validation is needed to determine extent of required abatement and work aligned with current code requirements.

- **Approval Requested**

- o Approval is requested to enter into professional services contracts.

- **project team**

University project manager: Yinger, Larry
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Airport Capital Improvements

OSU-240504 (ENG25APPT9001, ENG25APT9002, ENG25APT9004, ENG25APT9014, ENG25APT9015)

Project Location: The Ohio State University Airport – Various Locations

- **Approval Requested and Amount**

Professional services	\$0.8M
Construction w/contingency	\$0.5M
Total requested	\$1.3M

- **Project Budget**

Professional services	\$1.1M
Construction w/contingency	\$8.1M
Total project budget	\$9.2M

- **Project Funding**

University funds, Partner funds (FAA, ODOT)

- **Project Schedule**

BoT professional services approval	08/24
Design	08/24 – 12/27
BoT construction approval	08/24
Construction	09/24 – 12/28
BoT Increase Request	09/26
Facility opening	12/28

- **Project Delivery Method**

General Contracting

- **Planning Framework**

- o The corresponding projects are included in the FY25 & FY26 Capital Investment Plan.
- o The projects will enhance airport facilities and infrastructure.

- **Project Scope**

- o This OSU-240504 umbrella project includes multiple projects identified in the Airport Master Plan to provide efficiency in delivery while aligning with FAA funding cycle requirements.
- o This increase is for:
 - o OSU-240504-2 Airfield Lighting Improvements, which includes construction of new midfield vault building, installation of new conduit and duct bank; removal and replacement of all runway and taxiway edge fixtures and associated electrical cable and equipment; all lighting and signage to be upgraded.
 - o OSU240504-3 Airport Community Storage Hangar – Demolition and abatement of the existing airport maintenance building and new construction of an The Ohio State University Airport managed Community Hangar. Approximately 10,000 SF, pre-engineered facility.

- **Approval Requested**

- o Approval is requested to increase professional services and construction contracts.



- **project team**

University project manager: Conkel, Lindsay
AE/design architect: CMT
CM at Risk or Design Builder: Varies

Project Data Sheet for Board of Trustees Approval

Baker Hall AC & Electrical Upgrades

OSU-270055 (REQ ID# SL270001)

Project Location: Baker Hall (0095)

- **Approval Requested and Amount**

Professional services	\$0.6M
Construction w/contingency	\$4.1M
Total requested	\$4.7M

- **Project Budget**

Professional services	\$0.6M
Construction w/contingency	\$4.1M
Total project budget	\$4.7M

- **Project Funding**

Auxiliary funds

- **Project Schedule**

BoT professional services approval	09/26
BoT construction approval	09/26
Design	10/26 – 05/27
Construction	05/27 – 08/27
Facility opening	08/27

- **Project Delivery Method**

Design Build with Competitive GMP

- **Planning Framework**

- o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o This project will provide electrical infrastructure upgrades (electrical outlets, new service switchgear, switchboards, and panelboards) and air conditioning units to student rooms in Baker Hall to improve occupant comfort and support reliable building operations.
- o This funding will advance design and procurement during the 2026–27 academic year, with construction activities planned for the summer of 2027 to minimize disruption to students and residence hall operations.

- **Approval Requested**

- o Approval is requested to enter into professional services and construction contracts.



- **project team**

University project manager: Quellhorst, Ross
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Blankenship Hall Upgrades

OSU-260014 (REQ ID# DPS260001)

Project Location: Blankenship Hall (0360)

- **Approval Requested and Amount**

Professional services	\$0.1M
Construction w/Contingency	\$1.4M
Total requested	\$1.5M

- **Project Budget**

Professional services	\$1.5M
Construction w/contingency	\$14.6M
OSEP/ENGIE funds	\$1.5M
Total project budget	\$17.6M

- **Project Funding**

University funds, Partner funds
(OSEP/ENGIE)

- **Project Schedule**

BoT professional services approval	08/25
Design	09/25 – 08/26
BoT construction approval	06/26
Construction	09/26 – 10/27
Facility opening	10/27

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

o This project is included in the FY26 and FY27 Capital Investment Plans.

- **Project Scope**

- o This project will modernize and reconfigure Blankenship Hall to support the Department of Public Safety (DPS), update building infrastructure, improve interior spaces, and address deferred maintenance.
- o Key improvements include a state-of-the-art real-time crime center, an expanded, media-ready press briefing room, a mat training room, renovation of the building's sally port and enhanced locker facilities to support officer training.
- o Public areas will be completed in May 2027, with a phased opening of the rest of the project by October 2027.
- o The requested increase includes funds from ENGIE to install a new transformer to replace the existing outdated transformer which will support the upgraded technology needed for DPS.

- **Approval Requested**

o Approval is requested to increase professional services and construction contracts.



- **project team**

University project manager: Conkel, Lindsay
AE/design architect: AECOM
CM at Risk or Design Pepper Construction

Project Data Sheet for Board of Trustees Approval

Fawcett Center Renovations

OSU-270004 (REQ ID# ABA270006)

Project Location: Fawcett Center

o Approval Requested and Amount

Professional services	\$0.9M
Construction w/contingency	\$5.6M
Total requested	\$6.5M

o Project Budget

Professional services	\$0.9M
Construction w/contingency	\$5.6M
Total project budget	\$6.5M

o Project Funding

Auxiliary funds

o Project Schedule

BoT professional services approval	09/26
BoT construction approval	09/26
Design	09/26 – 04/27
Construction	04/27 – 03/28
Facility opening	03/28

o Project Delivery Method

Construction Manager at Risk

o Planning Framework

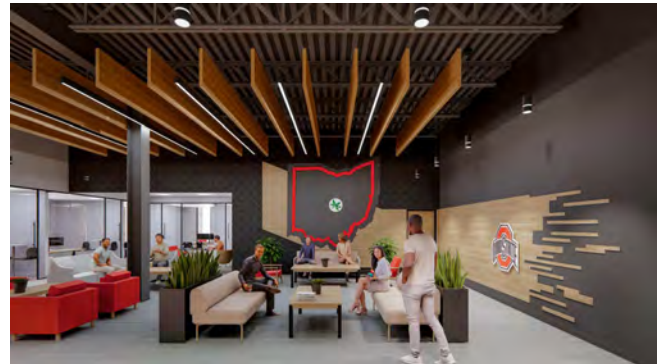
- o This project is included in the FY27 Capital Investment Plan.

o Project Scope

- o This project will renovate approximately 20,000 square feet of vacant space to consolidate administrative office and production spaces within the basement and first floor of Fawcett Center to support The Eugene D. Smith Leadership Institute, department of Athletics and Business Advancement Administration, and Content Creation Team for its work on social media, game day video productions, and NIL.
- o The program will consist of the two new renovated studios, a central gathering area for recruiting, kitchenette, two meeting rooms, support spaces, offices, and storage.
- o Upgrades include building infrastructure including new and enhanced mechanical, electrical, and plumbing (MEP) systems, to support the renovated spaces in the west wing of the Fawcett Center.

o Approval Requested

- o Approval is requested to enter into professional services and construction contracts.



• project team

University project manager: Quellhorst, Ross
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Howlett Deferred Maintenance

OSU-270031 (REQ ID# FOD260006)

Project Location: Howlett Hall (0295)

- **Approval Requested and Amount**

Professional services	\$1.6M
Construction w/contingency	\$9.4M
Total requested	\$11.0M

- **Project Budget**

Professional services	\$1.6M
Construction w/contingency	\$9.4M
Total project budget	\$11.0M

- **Project Funding**

University funds, Grant funds

- **Project Schedule**

BoT professional services approval	09/26
BoT construction approval	09/26
Design	10/26 – 02/28
Construction	03/28 – 09/28
Facility opening	10/28

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o This project modernizes critical building infrastructure to extend the facility's useful life, reduce future capital renewal needs, and support future growth and emerging research.
- o The HVAC and mechanical system upgrades will improve occupant comfort, increase energy efficiency, enhance system reliability, and create a more adaptable and sustainable facility for the future.
- o The scope includes renovating research, academic, and support spaces to improve functionality, efficiency, and flexibility, including new third-floor laboratories, offices, collaboration areas, and upgrades to Laboratories 322, 310, and 308.

- **Approval Requested**

- o Approval is requested to enter into professional services and construction contracts.



- **project team**

University project manager: Hartmann, Mark
AE/design architect: TBD
CM at Risk or Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

Knowlton Roof Replacement

OSU-270025 (REQ ID# FOD270007)

Project Location: Knowlton Hall (0017)

- **Approval Requested and Amount**

Professional services	\$0.6M
Construction w/ contingency	\$5.0M
Total requested	\$5.6M

- **Project Budget**

Professional services	\$0.6M
Construction w/contingency	\$5.0M
Total project budget	\$5.6M

- **Project Funding**

University funds

- **Project Schedule**

BoT professional services approval	09/26
BoT construction approval	09/26
Design	10/26 – 04/27
Construction	05/27 – 11/27
Facility opening	11/27

- **Project Delivery Method**

Design Build with Competitive GMP

- **Planning Framework**

- o This project is included in the FY27 Capital Investment Plan.

- **Project Scope**

- o This project will replace the existing roof system at Knowlton Hall.

- **Approval Requested**

- o Approval is requested to enter into professional services and construction contracts.



- **project team**

University project manager: Horsley, Mark
AE/design architect: TBD
Design Builder: TBD

Project Data Sheet for Board of Trustees Approval

North Towers Renovations

OSU-250125 (REQ ID# SL260001)

Project Location: Drackett Tower (0189), Taylor Tower (0268), Jones Tower (0267)

- **Approval Requested and Amount**

Professional services	\$5.3M
Construction w/contingency	\$139.7M
Total requested	\$145.0M

- **Project Budget**

Professional services	\$15.3M
Construction w/contingency	\$154.7M
Total project budget	\$170.0M

- **Project Funding**

University debt

- **Project Schedule**

BoT professional services approval	05/25
Design (Phased)	05/25 – 05/27
BoT construction approval (Enabling)	03/26
BoT construction approval	09/26
Construction	04/26 – 06/28
Facility opening	08/28

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- o This project is included in the FY26 and FY27 Capital Investment Plans.

- **Project Scope**

- o This project will renovate Taylor and Drackett Towers to address deferred maintenance, replace aging building systems and infrastructure, and enhance the student living environment. The project also includes the environmental abatement and demolition of Jones Tower.
- o Major improvements include the complete replacement of mechanical, plumbing, and electrical systems; installation of new fire sprinkler systems to meet current code requirements; and a connection to the East Regional Chilled Water Plant to improve building performance and reliability.
- o The project will also reconfigure and renovate the main entry levels to improve ADA accessibility and update interior finishes throughout both residence halls, creating a modern, consistent living environment that enhances the student experience.

- **Approval Requested**

- o Approval is requested to increase professional services and construction contracts.



University project manager: Henderly, Todd / Murillo-Kirlangitis, Karin
AE/design architect: The Collaborative
CM at Risk or Design Builder: CK Construction Group

Project Data Sheet for Board of Trustees Approval

Outpatient Care East – Clinic Renovations and Relocations

OSU-255996 (REQ ID# WMC240003)

Project Location: Outpatient Care East (0837)

- **Approval Requested and Amount**

Professional services	\$0.6M
Construction w/contingency	\$13.6M
Total requested	\$14.2M

- **Project Budget**

Professional services	\$1.7M
Construction w/contingency	\$17.5M
Total project budget	\$19.2M

- **Project Funding**

Auxilliary funds

- **Project Schedule**

BoT professional services approval	08/25
Design	09/25 – 09/26
BoT construction approval	03/26
Construction (Optometry)	07/26 – 11/26
BoT construction approval	09/26
Construction (balance of scope)	10/26 – 06/28
Facility opening (Optometry)	01/27
Facility opening	07/28

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

o This project is included in the FY26 and FY27 Capital Investment Plan.

- **Project Scope**

- o Renovates and relocates primary care, urgent care, lab services, non-oncology infusion, and provides new optometry services.
- o Additional funding supports a new retail pharmacy, centralized patient registration, a new patient drop-off canopy, and MEP infrastructure modernization.

- **Approval Requested**

o Approval is requested to increase professional services and construction contracts.



- **project team**

University project manager: Radabaugh, Alexandra
AE/design architect: NAC
CM at Risk or Design Builder: Barton Malow

Project Data Sheet for Board of Trustees Approval

Tunnel Rehabilitation Phase I

OSU-230499 (REQ ID# FOD230015)

Project Location: **Site-See project information

- **Approval Requested and Amount**

Construction w/contingency	\$6.1M
Total requested	\$6.1M

- **Project Budget**

Professional services	\$3.2M
Construction w/contingency	\$31.8M
OSEP/ENGIE Scope	\$18.6M
Total project budget	\$53.6M

- **Project Funding**
University debt, University funds, State funds, Partner funds (OSEP/ENGIE)

- **Project Schedule**

Design	04/23 - 07/26
BOT professional services approval	11/23
BoT construction approval	11/23
Construction	05/24 - 11/27

- **Project Delivery Method**
General Contracting

- **Planning Framework**
 - o This project is included in the FY23, FY24 and FY25 Capital Investment Plans

- **Project Scope**
 - o This request is for ENGIE construction dollars to be added to the project to complete the South Neil tunnel scope.
 - o ENGIE scope includes the demolition and installation of new high-pressure steam and chilled water piping system.
 - o The original project is the first phase of a three-phase project addressing deferred maintenance, including structural repairs, asbestos removal, and drainage/water infiltration issues. Phases 2 and 3 will require additional approvals.
 - o Work will include structural repairs and piping replacements from 19th Avenue to an area near Lazenby Hall on South Neil.

- **Approval Requested**
 - o Approval is requested to increase construction contracts.



-
- **project team**
University project manager: Stazzone, Al
AE/design architect: RMF Engineering
CM at Risk or Design Builder: McDaniel's Construction

Project Data Sheet for Board of Trustees Approval

University Hospital Pavilion AHU Review/Repair

OSU-200524 (REQ ID# WMC240002)

Project Location: UH - Pavilion

- **Approval Requested and Amount**

Construction w/contingency	\$37.8M
Total requested	\$37.8M

- **Project Budget**

Professional services	\$5.2M
Construction w/contingency	\$37.8M
Total project budget	\$43.0M

- **Project Funding**

Auxiliary Funds

- **Project Schedule**

BoT professional services approval	02/25
Design	03/25 – 08/26
BoT construction approval	09/26
Construction	10/26 – 04/29
Facility opening	05/29

- **Project Delivery Method**

Construction Manager at Risk

- **Planning Framework**

- o This project is included in the FY25 Capital Investment Plan.

- **Project Scope**

- o This project will replace the existing air-handling units serving the University Hospital Pavilion with new units to improve system reliability, performance, and long-term maintainability.
- o Replacement of these units will prepare the Pavilion for reliable performance throughout another cycle of useful life supporting WMC patient services, including James radiation oncology, theranostics, Same Day Surgery and miscellaneous high acuity outpatient clinics that need to remain close to our inpatient facilities.
- o Work phased to maintain hospital operations and minimize disruptions to patient care.

- **Approval Requested**

- o Approval is requested to enter into construction contracts.



- **project team**

University project manager: Radabaugh, Alexandra
AE/design architect: Design Group / Osborn Engineering
CM at Risk or Design Builder: Barton Malow

**APPROVAL OF FY2027 CLINICAL QUALITY MANAGEMENT, PATIENT SAFETY,
AND PATIENT EXPERIENCE PLAN**

OHIO STATE UNIVERSITY HOSPITALS d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the annual review of the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27 for the hospitals at the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including: Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27 outlines assessment and improvement of processes in order to deliver safe, effective, optimal patient care and services in an environment of minimal risk for inpatients and outpatients of the University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital; and

WHEREAS the annual review of the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27 was approved by the Quality Leadership Council on June 22, 2026; and

WHEREAS the annual review of the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27 was approved by the University Hospitals Medical Staff Administrative Committee on July 8, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the annual review of the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the Clinical Quality Management, Patient Safety, and Patient Experience Plan for FY27 for University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital as outlined in the attached document.



THE OHIO STATE UNIVERSITY
WEXNER MEDICAL CENTER

QUALITY LEADERSHIP COUNCIL

**The Ohio State University Wexner Medical Center
Clinical Quality Management, Patient Safety, &
Patient Experience Plan**

FY 2027

July 1, 2026 - June 30, 2027

The Ohio State University Wexner Medical Center

Clinical Quality Management, Patient Safety, & Patient Experience Plan

Table of Contents

- I. Ambition, Mission, Vision & Values
- II. Definition
- III. Consistent Level of Care
- IV. Performance Transparency
- V. Confidentiality
- VI. Scope/Purpose
- VII. Objectives
- VIII. Structure for Quality Oversight
- IX. Committees
- X. Roles & Responsibilities
- XI. Approach to Clinical Quality, Patient Safety and Patient Experience Management
- XII. Determining Priorities
- XIII. Data Measurement and Assessment
- XIV. Communication of Data/Performance
- XV. Performance Based Physician Quality & Credentialing
- XVI. Conflict of Interest
- XVII. Annual Approval and Continuous Evaluation

Ambition, Mission, Vision and Values

Ambition: To be a top tier (academic health center driving breakthrough healthcare solutions to improve people's lives and the communities in which we live.

Mission: To improve health in Ohio and across the world through innovations in research and transformation in research, education, patient care and community engagement.

Vision: By pushing the boundaries of discovery and knowledge, we will solve significant health problems and deliver unparalleled care

Values: Inclusiveness, Determination, Empathy, Sincerity, Ownership and Innovation

Definition

The Clinical Quality Management, Patient Safety and Patient Experience Plan is the health system approach to the systematic assessment and improvement of process design and performance aimed at improving quality of care, patient safety, and patient experience.

The approach to clinical quality management, patient safety, and patient experience is leadership-driven and involves significant staff and provider engagement. The activities within the health system are multi-disciplinary and rooted in the system's ambition, mission, vision, and values. The plan embodies a culture of continuously measuring, assessing, and initiating changes to improve outcomes. The health system employs the following principles which support the Institute of Medicine's six aims of care (Safe, Timely, Effective, Efficient, Equitable and Patient Centered). These principles are:

- **Customer Focus:** Knowledge and understanding of internal and external customer needs and expectations.
- **Leadership & Governance:** Dedication to continuous improvement instilled by leadership and the Board.
- **Education:** Ongoing development and implementation of a curriculum for quality, safety & service for all staff, employees, clinicians, patients, and learners.
- **Everyone is Involved:** All members have mutual respect for the dignity, knowledge, and potential contributions of others. Everyone is engaged in improving the processes in which they work.
- **Data Driven:** Decisions are based on knowledge derived from data.
- **Process Improvement:** Analysis of processes for redesign and variance reduction using a scientific approach.
- **Continuous:** Measurement and improvement are ongoing.
- **Safety Culture:** A culture that is open, honest, transparent, collegial, team-oriented, accountable and non-punitive when system failures occur.
- **Personalized Health Care:** Incorporate evidence-based medicine in patient centric care that considers the patient's health status, genetics, cultural traditions, personal preferences, values family situations and lifestyles.

The Plan was developed in accordance with The Joint Commission (TJC) accreditation standards and the Center for Medicare & Medicaid Services (CMS) Conditions of Participation outlining a

Quality Assurance and Performance Improvement (QAPI) program. In addition to the principles outlined above, the following will also serve as fundamental components of the plan.

Consistent Level of Care

Certain elements of the OSUWMC Clinical Quality Management, Patient Safety, & Patient Experience Plan assure that patient care standards for the same or similar services are comparable in all areas throughout the health system. For example,

- Policies, procedures and services provided are not payer driven
- Application of a single standard for physician credentialing
- Health system monitoring tools to measure processes
- Standardize and unify health system policies and procedures that promote patient centered, high quality, and safe care

Performance Transparency

The OSUWMC Medical and Administrative leadership, in conjunction with the Board of Trustees, has a strong commitment to transparency of performance as it relates to clinical quality, patient safety, and patient experience performance. As supported by the long-range quality plan, the organization is committed to providing transparency to our patients and communities regarding our performance.

Performance data are shared internally with faculty and staff through a variety of methods. The purpose of providing data internally is to assist faculty and staff in having real-time performance results and to use those results to drive change and improve performance when applicable.

Online performance scorecards have been developed to cover a variety of clinical quality, safety, and patient experience metrics. When applicable, online scorecards provide the ability to “drilldown” on the data by discharge service, department and nursing unit. In some cases, password authentication also allows for practitioner-specific data to be viewed by Department Chairs and various Quality and Administrative staff. Transparency of information will be provided within the limits of the Ohio law that protects attorney client privilege, quality inquiries and reviews, as well as peer review.

Confidentiality

Confidentiality is essential to the quality management and patient safety process. All records and proceedings are confidential and are to be marked as such. Written reports, data, and meeting minutes are to be maintained in secure files. Access to these records is limited to appropriate administrative personnel and others deemed appropriate by legal counsel. As a condition of staff privilege and peer review, it is agreed that no record, document, or proceeding of this program is to be presented in any hearing, claim for damages, or any legal cause of action. This information is to be treated for all legal purposes as privileged information. This is in keeping with the Ohio Revised Code 121.22 (G)-(5) and Ohio Revised Code 2305.251.

Scope/Purpose

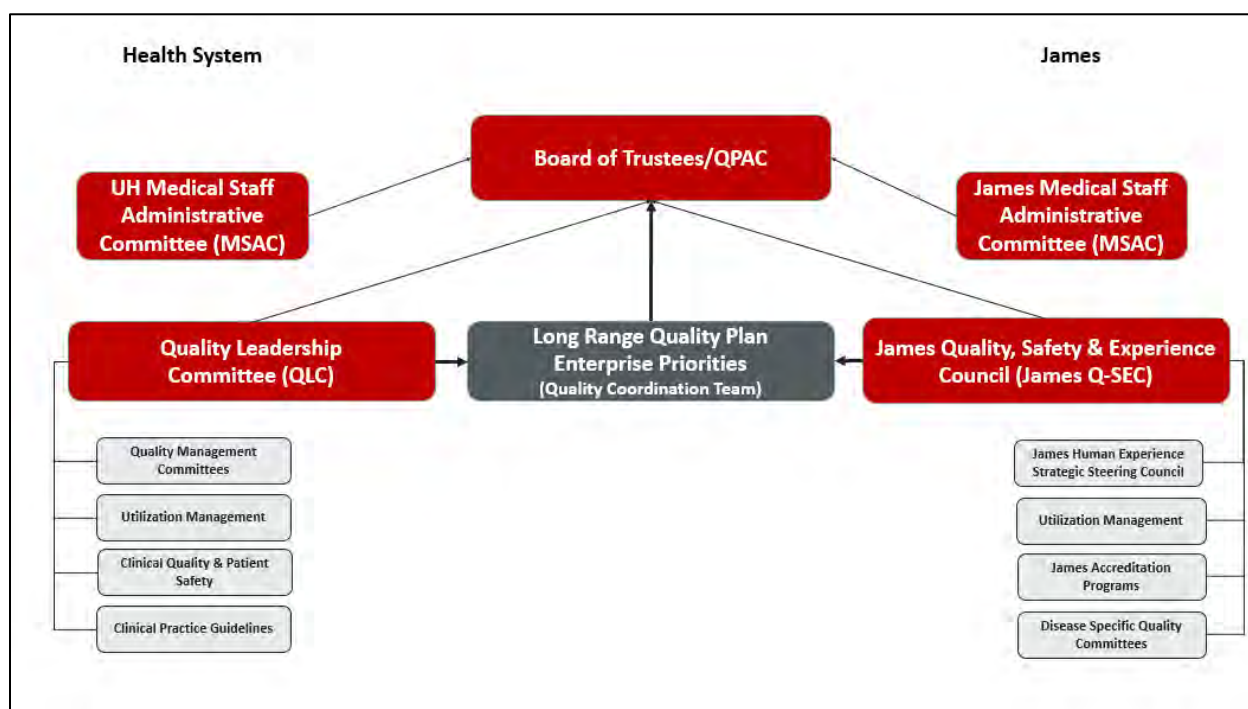
The Clinical Quality Management, Patient Safety & Patient Experience Plan includes all inpatient and outpatient facilities in The OSU Wexner Medical Center (OSUWMC) and appropriate entities across the continuum of care and in any clinical setting. The execution of the Clinical Quality Management, Patient Safety & Patient Experience Plan will demonstrate measurable improvements in health outcomes and the value of patient care provided within the OSUWMC.

As part of the Quality Assurance and Performance Improvement (QAPI program), the organization provides oversight for contracted services. The contracts are reviewed annually by the Medical Staff Administrative Committee (MSAC) and then forwarded to the Quality and Professional Affairs Committee of the governing body for review and approval.

Objectives

- Continuously monitor, evaluate, and improve outcomes and sustain improved performance.
- Implement reliable system changes that will improve patient care and safety by assessing, identifying, and reducing risks within the organization and responding accordingly when undesirable patterns or trends in performance are identified, or when events requiring intensive analysis occur.
- Assure optimal compliance with accreditation standards, state, federal and licensure regulations.
- Develop, implement, and monitor adherence to evidenced-based practice guidelines and companion documents in accordance with best practice to standardize clinical care and reduce unwarranted practice variation.
- Improve patient experience and perception of treatment, care and services by identifying, evaluating, and improving performance based on patient needs, expectations, and satisfaction.
- Improve value by providing the best quality of care at the minimum cost possible. Incorporate value metrics, specifically the cost of care, into quality data and discussions where appropriate.
- Provide a mechanism by which the governance, medical staff and health system staff members are educated in quality management principles and processes.
- Provide appropriate levels of data transparency to both internal and external customers.
- Create a level of accountability for all system-wide quality improvement initiatives at the dyad/triad leadership level and ensure processes involve an interdisciplinary teamwork approach.
- Improve processes to prevent patient and employee harm.
- Improve clinical documentation to accurately reflect the risk factors and severity of illness for the patients in which we provide care.

Structure for Quality Oversight



The Quality Leadership Council serves as the single, multidisciplinary quality and safety oversight committee for the OSUWMC. In accordance with the Long-Range Quality Plan (Appendix A), The Quality Leadership Council utilizes criteria (Appendix B) to determine priorities for the health system that are reported in the Quality & Safety Priorities (Appendix C). Given the James Cancer Hospital has a separate provider number with a requirement for a distinct QAPI program, they have a specific substructure that ultimately reports to QPAC (Appendix D).

Committees

Medical Center Board

The Medical Center Board is accountable to The Ohio State University Board of Trustees through the President and Executive Vice President (EVP) for Health Sciences and is responsible for overseeing the quality and safety of patient care throughout the Medical Center including the delivery of patient services, quality assessment, improvement mechanisms, and monitoring achievement of quality standards and goals.

The Medical Center Board receives clinical quality management, patient safety and patient experience reports, and provides resources and support systems for clinical quality management, patient safety and patient experience functions, including medical/health care error occurrences and actions taken to improve patient safety and service. Board members receive information regarding the responsibility for quality care delivery or provision, and the Hospital's Clinical Quality Management, Patient Safety and Patient Experience Plan. The Medical Center Board ensures all caregivers are competent to provide services.

Quality Professional Affairs Committee (QPAC)

Composition: The committee shall consist of no fewer than four voting members of the university Wexner medical center board, appointed annually by the chair of the university Wexner medical center board, one of whom shall be appointed as chair of the committee. The chief executive officer of The Ohio State University Health System; chief medical officer of the medical center; the director of medical affairs of the James; the medical director of credentialing for the James; the chief of the medical staff of the university hospitals; the chief of the medical staff of the James; the associate dean of graduate medical education; the chief quality and patient safety officer; the chief nurse executive for the OSU health system; and the chief nursing officer for the James shall serve as ex-officio, voting members. Other members as appointed by the chair of the university Wexner medical center board, in consultation with the chair of the quality and professional affairs committee.

Function:

The QPAC shall be responsible for the following specific duties:

- Reviewing and evaluating the patient safety and quality improvement programs of the university Wexner medical center;
- Overseeing all patient care activities in all facilities that are a part of the university Wexner medical center, including, but not limited to, the hospitals, clinics, ambulatory care facilities, and physicians' office facilities;
- Monitoring quality performance in accordance with the standards set by the university Wexner medical center;
- Monitoring the achievement of accreditation and licensure requirements;
- Reviewing and recommending to the university Wexner medical center board changes to the medical staff bylaws and medical staff rules and regulations;
- Reviewing and approving clinical privilege forms;
- Reviewing and approving membership and granting appropriate clinical privileges for the credentialing of practitioners recommended for membership and clinical privileges by the university hospitals medical staff administrative committee and the James medical staff administrative committee;
- Reviewing and approving membership and granting appropriate clinical privileges for the expedited credentialing of such practitioners that are eligible by satisfying minimum approved criteria as determined by the university Wexner medical center board and are recommended for membership and clinical privileges by the university hospitals medical staff administrative committee and the James medical staff administrative committee;
- Reviewing and approving reinstatement of clinical privileges for a practitioner after a leave of absence from clinical practice;
- Conducting peer review activities and recommending professional review actions to the university Wexner medical center board;
- Reviewing and resolving any petitions by the medical staff for amendments to any rule, regulation or policy presented by the chief of staff on behalf of the medical staff pursuant to the medical staff bylaws and communicating such resolutions to the university hospitals medical staff administrative committee and the James medical staff administrative committee for further dissemination to the medical staffs; and

- Such other responsibilities as assigned by the chair of the university Wexner medical center board.

Medical Staff Administrative Committees (MSACs)

Composition: Refer to Medical Staff Bylaws and Rules and Regulations

Function: Refer to Medical Staff Bylaws and Rules and Regulations

The organized medical staff, under the direction of the Medical Director and the MSAC(s) for each institution, implements the Clinical Quality Management, Patient Safety and Patient Experience Plan throughout the clinical departments.

The MSAC(s) reviews reports and recommendations related to clinical quality management, efficiency, patient safety and service quality activities. This committee has responsibility for evaluating the quality and appropriateness of clinical performance and service quality of all individuals with clinical privileges. The MSAC(s) reviews corrective actions and provides authority within their realm of responsibility related to clinical quality management, patient safety, efficiency, and service quality activities.

Quality Leadership Council (QLC)

Composition: Refer to Medical Staff Bylaws and Rules and Regulations

Function: Refer to Medical Staff Bylaws and Rules and Regulations

The QLC is responsible for designing and implementing systems and initiatives to enhance clinical care, outcomes and patient experience throughout the integrated health care delivery system. The QLC serves as the oversight council for the Clinical Quality Management, Patient Safety and Patient Experience plan. Quality improvement activities within the Quality Improvement Teams and Quality Management Committees will be reported up to the QLC to ensure alignment of priorities for system-wide quality improvement projects and to provide consistent interventions (toolkits) to all stakeholders in the system.

Clinical Practice Guideline Committee (CPGC)

Composition: The CPGC consists of multidisciplinary representatives from Hospital Administration, Medical Staff, Information Technology, Pharmacy, Nursing, and other allied health professionals. An active member of the medical staff chairs the committee. The CPGC reports to QLC and shares pertinent information with the Medical Staff Administrative Committees.

Function:

- Develop and update evidence-based clinical practice guidelines and best practices to support the delivery of patient care that promotes high quality, safe, efficient, effective, and patient centered care.
- Develop and implement Health System-specific resources and tools to support evidence-based guideline recommendations and best practices to improve patient care processes, reduce variation in practice, and support health care education.
- Develop measures to evaluate guideline use, processes, and outcomes of care.

Clinical Quality and Patient Safety Committee (CQPSC)

Composition: The CQPSC consists of multidisciplinary representatives from Hospital Administration, Medical Staff, Information Technology, Nursing, Pharmacy, Laboratory, Respiratory Therapy, Diagnostic Testing and Risk Management. An active member of the Medical Staff chairs the Committee. The committee reports to QLC and additional committees as deemed applicable.

The primary role of the CQPSC is to ensure that OSUWMC consistently meets Joint Commission and CMS requirements for Conditions of Participation while advancing a high reliability culture focused on zero harm, continuous learning, and system-level improvement.

Function:

- Fosters a culture of safety which promotes organizational learning and minimizes individual blame or retribution associated with reporting or involvement in a healthcare errors
- Assures optimal compliance with patient quality and safety-related accreditation standards
- Proactively identifies risks to patient safety and initiates actions to reduce risk with a focus on process and system improvement
- Oversees completion of proactive risk assessment as required by TJC
- Directs education and risk-reduction strategies as they relate to Sentinel Event Alerts from TJC
- Provides oversight and guidance for quality management committees
- Evaluates clinical practices and, when indicated, recommends improvements to enhance care delivery and patient outcomes
- Ensures timely actions are taken to improve performance whenever an undesirable pattern or trend is identified
- Receives reports from committees that have a potential impact on the quality and safety of patient care delivery

Patient Experience Council(s)

Composition: The Patient Experience Councils consists of executive, physician, and nursing leadership spanning the inpatient and outpatient care settings. The University Hospital & Ross Heart Hospital's Council is co-chaired by the Chief Nursing Officer for University Hospital & Ross Heart Hospital, the Executive Director for University Hospital / Ross Heart Hospital, and the University Hospital & Ross Heart Hospital Medical Directors. It occurs as part of the Hospital's Monthly Performance Review. The committee reports to the QLC by way of an annual report by the Director of Patient Experience and reports out to additional committees as applicable. The James Patient Experience Council reports to the James Quality, Patient Safety and Experience Council which then reports to QPAC. The Council's key strategic initiatives center on empathy, trust, and personal connections as well as leveraging technology to enhance communication with patients and families. The OSU East Patient Experience Council is co-chaired by the Chief Nursing Officer for OSU East Hospital and the Director of Patient Experience. The committee reports to the QLC by way of an annual report by the Director of Patient Experience and reports out to additional committees as applicable.

Function:

- Create a culture and environment that delivers an exceptional experience through world class care for every person, every time unparalleled patient experience consistent with the OSU Medical Center's mission, vision and values focusing largely on service quality.

- Set strategic goals and priorities for improving the patient experience to be implemented by area specific patient experience councils and teams.
- Serve as a communication hub reporting out objectives and performance to the system.
- Serve as a coordinating body for subcommittees working on specific aspects of the patient experience.
- Measure and review voice of the customer information in the form of Patient and Family Experience Advisor Program and related councils, patient satisfaction data, comments, letters, and related measures.
- Monitor publicly reported and other metrics used by various payers to ensure optimal reimbursement.
- Collaborate with other departments to reward and recognize faculty and staff for service excellence performance.

Practitioner Evaluation Committee (PEC)

Composition: The Practitioner Evaluation Committee (PEC) (Appendix E) is the Peer Review committee that provides medical leadership in overseeing the Peer Review process. The PEC is co-chaired by the CQPSO and a CMO appointee. The committee is composed of the Chair of the Clinical Quality and Patient Safety Committee, physicians, and advanced practice licensed health care providers from various business units & clinical areas as appointed by the CMO & Physician in Chief at the James. The Medical Center CMO & Physician-in-Chief at the James serves Ex- Officio.

Function:

- Provide leadership for OSUWMC clinical quality improvement processes.
- Provide clinical expertise to the practitioner peer review process thorough and timely review of clinical care and/or patient safety issues referred to the PEC.
- Advises the CMO & Director of Medical Affairs at the James regarding action plans to improve the quality and safety of clinical care at the OSUWMC.
- Develop follow up plans to ensure action is successful in improving quality and safety.
- Establish Peer Review Process Policy to clearly define the scope, methods, and timing of peer review events.

Sentinel Event Team

Composition: The OSUWMC Sentinel Event Team (SET) includes an Administrator, the Chief Quality and Patient Safety Officer, the Administrative Director for Quality & Patient Safety, a member of the Physician Executive Council, a member of the Nurse Executive Council, representatives from Quality and Operations Improvement and Risk Management and other areas as necessary.

Function:

- Approves & makes recommendations on sentinel event determinations and teams, and action plans as received from the Sentinel Event Determination Group,
- Evaluates findings, recommendations, and approves action plans of all root cause analyses ensuring they are actionable, sustainable, and designed to mitigate recurrence and drive system-level improvement.

The Sentinel Event Determination Group (SEDG)

The SEDG is a sub-group of the Sentinel Event Team and determines whether an event will be considered a sentinel event, a significant event or a non-event. SEDG has the authority to assign the Root Cause Analysis (RCA) Executive Sponsor, RCA Workgroup Leader, RCA Workgroup Facilitator, and recommends the Workgroup membership to the Executive Sponsor. When the RCA is presented to the Sentinel Event Team, the RCA Workgroup Facilitator will attend to support the members.

Composition: The SEDG voting membership includes the CQPSO or designee, Director of Risk Management, and Quality Director of respective business unit for where the event occurred (or their designee). Additional guests attend as necessary.

Quality Management Committees

Composition: For the purposes of this plan, Quality Committees will refer to any standing service line committees or sub-committees functioning under the Quality Oversight Structure.

Membership on these committees will represent the major clinical and support services throughout the hospitals and/or clinical departments. These committees report, as needed, to the appropriate oversight committee(s) defined in this Plan.

Function: Serve as the central resource and multidisciplinary work group(s) for the continuous process of monitoring, evaluating, and improving the quality of care services provided throughout a hospital, clinical department, and/or a group of similar clinical departments (e.g., service lines).

Quality Improvement (QI) Teams/Work Groups

The QI Teams serve as the functional arm of Quality and Patient Safety to implement specific quality improvement initiatives within the Health System. The teams leverage the triad/dyad leaders, and other leaders as appropriate, across the system to establish a clear level of accountability for quality improvement activities. The QI teams use data provided by the Analytics Center of Excellence (ACE) to identify and prioritize processes and tactics to improve a specific outcome or priority metric. The teams may develop implementation toolkits consistent with best practice. These toolkits decrease variation in how quality improvement efforts are undertaken across the system for common issues such as falls, hospital acquired infections, and patient safety indicators. QI Team members are responsible for the successful implementation and maintenance of these QI efforts within their areas of responsibility.

Composition: Co-chaired by the Chief Quality and Patient Safety Officer and the Senior Director of Quality and Patient Safety. The teams consist of multidisciplinary leaders across the system and selected business units, nursing, pavilion, as well as educational and administrative leaders.

Function:

- System-wide implementation of quality improvement efforts for specific quality opportunities impacting a broad patient population.
- QI Teams are not intended to replace any service line or business unit level quality committee or activity but are intended to align QI efforts across the system for specific opportunities.
- Priorities are established based on current performance and identified gaps in performance when compared to industry leaders; data is provided from the ACE and quality teams.
- QI Teams are tasked with creating a system-wide QI plan to improve performance to include a standardized toolkit for implementation.

- The team coordinates with ACE to develop process measures, adherence reports, and outcome reporting for the project.
- After implementation, council leaders are responsible for ongoing surveillance of process adherence and outcomes for their respective units.
- QI teams report priorities, progress, and results to the QLC as appropriate.

Roles and Responsibilities

Executive Vice President/CEO

The EVP leads all seven health science colleges and the Wexner Medical Center Enterprise which includes seven hospitals, a nationally ranked college of medicine, 20-plus research institutes, multiple ambulatory sites, an accountable care organization and a health plan. Additionally, the EVP serves as the Chief Executive Officer for Wexner Medical Center and serves in an ex-officio role for the Wexner Board of Trustees, as well as being the Chairperson for the Quality and Professional Affairs committee which is a Board committee.

Chief Operating Officer (COO)

The COO for the Medical Center is responsible for providing leadership and oversight for the overall Clinical Quality Management, Patient Safety and Patient Experience Plan across the OSUWMC.

Chief Clinical Officer (CCO)

The CCO for the Medical Center is responsible for facilitating the implementation of the overall Clinical Quality Management, Patient Safety & Patient Experience Plan at OSUWMC. The CCO is responsible for facilitating the implementation of the recommendations approved by the various committees under the Quality Leadership Committee (QLC).

Chief Quality and Patient Safety Officer (CQPSO)

The CQPSO reports to the Chief Operating Officer and provides oversight and leadership for the OSUWMC in the conceptualization, development, implementation and measurement of the OSUWMC approach to quality, patient safety and patient experience.

Senior Director, Quality and Safety

The Senior Director of Quality and Safety works in dyad partnership with the CQPSO to provide oversight and leadership for the OSUWMC in the conceptualization, development, implementation, and measurement of the OSUWMC approach to quality, patient safety, and patient experience.

Associate Chief Quality and Patient Safety Officers

The Associate Chief Quality and Patient Safety Officers support the CQPSO in the development, implementation, and measurement of OSUWMC's approach to quality, safety, and patient experience.

Medical Director/Director of Medical Affairs

Each business unit Medical Director is responsible for the review, implementation and oversight of the Clinical Quality Management, Patient Safety & Patient Experience Plan.

Associate Medical Directors

The Associate Medical Directors assist the CQPSO in the oversight, development, and implementation of the Clinical Quality Management, Patient Safety & Patient Experience Plan as it relates to the areas of quality, safety, evidence-based medicine, clinical resource utilization and service.

Chief Administrative Officers – Acute Care Division/Post-Acute and Home-Based Care Division/Outpatient and Ambulatory Division/Clinical and Physician Network

The OSUWMC Chief Administrative Officers are responsible to the Board for implementation of the Clinical Quality Management, Patient Safety & Patient Experience Plan for their respective divisions.

Business Unit Executive Directors

The OSUWMC staff, under the direction of the Health System Chief Administrative Officer and Hospital Administration, implements the program throughout the organization. Hospital Administration provides authority and supports corrective actions within its realm for clinical quality management, patient safety, and patient experience activities.

Clinical Department Chief and Division Directors

Each department chairperson and division director are responsible for ensuring the standards of care and service are maintained within their department/division. In addition, department chairpersons/division directors may be asked to implement recommendations from the Clinical Quality Management, Patient Safety and Patient Experience Plan, or participate in corrective action plans for individual physicians, or the division/department as a whole.

Medical Staff

Medical staff members are responsible for achieving the highest standard of care and services within their scope of practice. As a requirement for membership on the medical staff, members are expected and must participate in the functions and expectations set forth in the Clinical Quality Management, Patient Safety, & Patient Experience Plan. In addition, members may be asked to serve on quality management committees and/or quality improvement teams.

House Staff Quality Forum (HQF)

The House Staff Quality Forum (HQF) is comprised of representatives from each Accreditation Council for Graduate Medical Education (ACGME) program. HQF has Executive Sponsorship from the CQPSO and the Associate CQPSO.

The purpose of the HQF is to provide post-graduate trainees with an opportunity to participate in clinical quality, patient safety and patient experience-related initiatives while incorporating the perspective of the frontline provider. HQF will work on quality, safety and patient experience related projects and initiatives that are aligned with the health system goals and will report to the Clinical Quality and Patient Safety committee. The Chair HQF will serve as a member of the Leadership Council.

Nursing Quality

The primary responsibility of the Nursing Quality and Evidence-Based Practice (EBP) Department is to monitor and evaluate performance of the nursing staff in support of organizational quality, safety

and patient experience goals, submit required data to the National Database for Nursing Quality Indicators (NDNQI), review benchmark data and identify opportunities for improvement, use the literature to guide recommended changes to nursing practice and policy, coordinate and facilitate nursing quality improvement initiatives, facilitate participation/collaboration with system-wide patient safety activities, and use EBP and research to improve both the delivery and outcomes of personalized nursing care.

Nursing Quality team members serve as internal consultants for the development and evaluation of quality improvement, patient safety, and EBP activities. The department maintains human and technical resources for team facilitation, use of performance improvement tools, data collection, statistical analysis, and reporting.

Hospital Department Directors

Each department director is responsible for ensuring the standards of care and service are maintained or exceeded within their department. Department directors are responsible for implementing, monitoring, and evaluating activities in their respective areas and assisting medical staff members in developing appropriate mechanisms for data collection and evaluation. In addition, department directors may be asked to implement recommendations from the Clinical Quality Management, Patient Safety and Patient Experience Plan or participate in corrective action plans for individual employees or the department as a whole. Department directors provide input regarding committee memberships and serve as participants on quality management committees and/or quality improvement teams.

Health System Staff

Health System staff members are responsible for ensuring the standards of care and services are maintained or exceeded within their scope of responsibility. The staff is involved through formal and informal processes related to clinical quality improvement, patient safety and patient experience efforts, including but not limited to:

- Reporting events, including near misses or “good catches” via the internal Patient Safety Reporting System (PSRS)
- Suggesting processes to improve quality, safety and service
- Monitoring activities and processes, such as patient complaints and patient satisfaction
- Participating in focus groups
- Attending staff meetings
- Participating in efforts to improve quality and safety including Root Cause Analysis and Proactive Risk Assessments

Quality and Operations Improvement

The primary responsibility of the Quality and Operations Improvement team is to coordinate and facilitate clinical quality management and patient safety activities throughout the Health System. The primary responsibility for the implementation and evaluation of clinical quality management and patient safety activities resides in each department/program; however, the quality and operations improvement staff also serve as an internal consultant for the development and evaluation of quality management, patient safety, and quality improvement activities. The team maintains human and technical resources for team facilitation, use of performance improvement tools, data collection, statistical analysis, and reporting.

The department is comprised of five main functions (Appendix F):

1. Patient Safety
2. Quality Outcomes Management and Improvement
3. Quality Program Reporting
4. Provider Engagement / Peer Review

Patient Experience

The primary responsibility of the Patient Experience team is to coordinate and facilitate the operationalization of patient centered compassionate care designed to ensure patients and their loved ones leave with a trusting perception of The Ohio State University Wexner Medical Center. This is accomplished through both strategic and program development as well as through managing operational functions within the Health System. The implementation and evaluation of service-related activities resides in each department/program; however, the Patient Experience staff also serves as an internal consultant for the development and evaluation of service quality activities as well as a representative of the “voice of the patient” throughout the organization by reflecting or providing patient feedback to shape decision making.

The Patient Experience Department maintains human and technical resources for interpreter services, information desks, patient relations, pastoral care, team facilitation, survey management, and performance improvement. The department also oversees the Patient and Family Experience Advisor Program which is a group of current/former patients, or their primary caregivers, who have had experiences at any OSU facility. These individuals are volunteers who serve as advisory members on committees and workgroups, complete public speaking engagements and review materials.

Determining Priorities

The OSUWMC has a process in place to identify and direct resources toward quality management, patient safety, and patient experience activities. The OSUWMC criteria are approved and reviewed by QLC and the Medical Center Board. The prioritization criteria are reevaluated annually according to the mission and strategic plan of the OSUWMC. The leaders may also set performance improvement priorities and reevaluate on an ad hoc basis in response to unusual or urgent events.

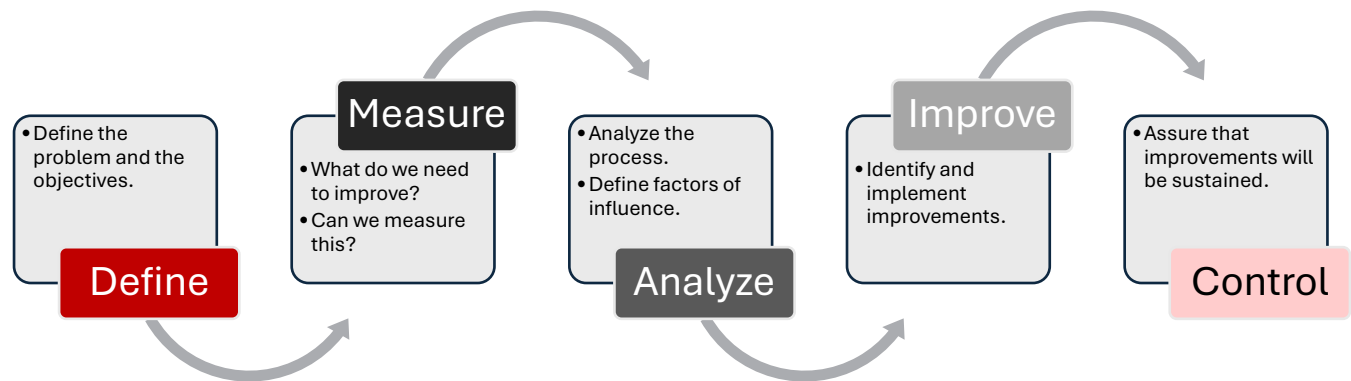
Approach to Clinical Quality, Patient Safety & Patient Experience Management Systematic Approach/Model to Process Improvement

The OSUWMC embraces continuous improvement and innovation as one of its core values. Organizational focus on process improvement and innovation is embedded within the culture using a general Process Improvement Model that includes:

1. An organizational expectation that the entire workforce is responsible for enhancing organizational performance and;
2. Active involvement of multidisciplinary teams and committees focused on improving processes.
3. A data-driven and patient-centered approach to continuous improvement.

With increased organizational emphasis on utilizing metric-driven approaches to reducing unintended medical errors, eliminating rework, and enhancing the efficiency/effectiveness of our work processes, the DMAIC methodology with iterative improvement cycles is an instrumental to help focus our process improvement efforts.

DMAIC Roadmap



High Reliability Organization (HRO) and Commitment to Zero Harm

The Ohio State University Wexner Medical Center (OSUWMC) is committed to advancing a culture of safety through the principles of a High Reliability Organization (HRO), with the ultimate goal of achieving zero preventable harm. This commitment reflects a system-wide expectation that safety is a core value, embedded in daily operations, leadership behaviors, and clinical practice.

OSUWMC operationalizes HRO principles by promoting:

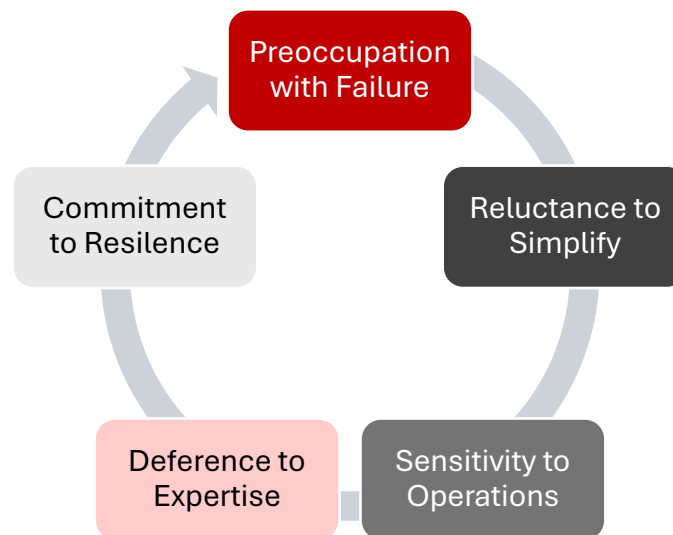
- **Preoccupation with Failure** – Proactively identifying risks, near misses, and system vulnerabilities through event reporting, safety surveillance, and continuous monitoring.
- **Reluctance to Simplify** – Encouraging thorough analysis of events and conditions to understand underlying system drivers rather than attributing issues to individual performance.
- **Sensitivity to Operations** – Maintaining situational awareness through leadership rounding, multidisciplinary communication, and frontline engagement.
- **Commitment to Resilience** – Strengthening the organization's ability to respond, recover, and learn from adverse events and operational disruptions.
- **Deference to Expertise** – Empowering frontline staff and subject matter experts to speak up and influence decision-making regardless of hierarchy.

To support these principles, OSUWMC integrates Every Person Every Time (EPET) skills and standardized tools (e.g., just culture, escalation pathways, and tiered safety huddles) across clinical and operational settings. Leaders at all levels are expected to model HRO behaviors, reinforce psychological safety, and promote accountability through consistent use of these tools.

OSUWMC fosters a Just Culture environment in which individuals are treated fairly, and accountability is balanced with system improvement. This approach supports open reporting, encourages learning from failure, and drives continuous improvement.

Through these efforts, OSUWMC seeks to create a highly reliable system in which safe, high-quality care is consistently delivered, variation is minimized, and every team member is accountable for preventing harm and improving patient outcomes.

High Reliability Organization Principles



Data Measurement and Assessment

Determination of Data Needs

The OSUWMC data needs are determined according to improvement priorities and surveillance needs. The OSUWMC collects data for monitoring important processes and outcomes related to patient care and the OSUWMC functions. In addition, each department is responsible for identifying quality indicators specific to their area of service. The quality management committee of each area is responsible for monitoring and assessing the data collected.

Collection/Measurement

OSUWMC systematically collects and measures healthcare quality data to monitor performance, identify opportunities for improvement, tracks impact of improvement initiatives, and support regulatory and organizational priorities. Data collection occurs through multiple sources to ensure a comprehensive and reliable view of patient care and outcomes.

Primary data sources include:

- **Administrative and clinical data systems and registries** (e.g., EHR, Vizient, specialty registries) capturing patient demographics, clinical conditions, treatments, and outcomes
- **Retrospective and concurrent medical record review**, including targeted surveillance activities (e.g., infection prevention, mortality review, and clinical quality audits)

- **Event and safety reporting systems**, including patient safety reports, near misses, and serious safety events
- **Surveys and feedback mechanisms**, including patient experience (e.g., HCAHPS), family input, and workforce engagement surveys

Data collection processes are standardized where possible to ensure consistency, validity, and reliability. Key measures are defined using internal specifications and external benchmarks (e.g., CMS, Joint Commission, Vizient), and data are collected at the unit, service line, and organizational levels.

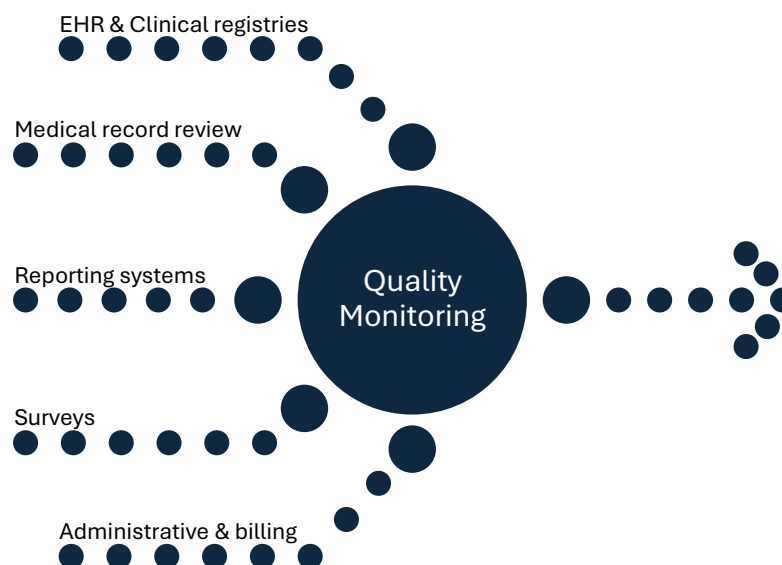
Collected data are regularly validated, trended, and stratified (e.g., by population, location, and provider) to support actionable insights and performance improvement initiatives.

Assessment

Statistical methods such as control charts, g-charts, confidence intervals, and trend analysis are used to identify undesirable variance, trends, and opportunities for improvement. The data are compared to previous performance, and external benchmarks. Accepted standards of care and aspirational performance targets are used to establish metrics and goals. Annual goals are established to evaluate performance. Where appropriate, OSUWMC has adopted the philosophy of setting multi-year aspirational targets. Annual targets are set as steps to achieve the aspirational goal.

Surveillance

The OSUWMC systematically collects and assesses data in different areas to monitor and evaluate the quality and safety of services, including measures related to accreditation and other requirements. Data collection also functions as a surveillance system for timely identification of undesired variations or trends in quality indicators. Other mechanisms by which data may be obtained are outlined in the graphic below.



Benchmark data

Both internal and external benchmarking provides value to evaluating performance.

Internal Benchmarking: Compares performance across units overtime to evaluate improvement efforts and identify best practices.

External Benchmarking: Uses national databases and clinical registries (e.g., Vizient, The US News & World Report, National Database of Nursing Quality Indicators, and The Society of Thoracic Surgery) to measure performance against peer organizations and inform goal setting.

External Reporting Requirements

There are several external reporting requirements related to quality, safety, and service. These include regulatory, governmental, payer, and specialty certification organizations. An annual report is given to the Compliance Committee to ensure all regulatory requirements are met.

Communication of Data/Performance

Metric Headquarters (Metric HQ)

Quality and patient safety related data are collected to monitor key processes and outcomes related to care delivery and according to improvement priorities and surveillance needs. For example, Metric HQ is an internal set of dashboards for visualizing quality and safety data. This serves as a single source of truth across the organization. Additional data sets are available from IHS reports and/or the Analytics Center of Excellence for specific initiatives as needed and at the requested frequency.

Specific data within Metric HQ is available at the system, business unit, and unit level. Additional process measure data as leading indicators for established outcomes or priorities are also included to help target improvement efforts.

Vital Signs of Performance

The Vital Signs of Performance is an online dashboard available to everyone in the Medical Center with a valid user account that shows Mortality, Length of Stay, and Readmission data over time. The data can be displayed at the health system, business unit, clinical service, and unit level.

Patient Satisfaction Dashboard

The Patient Satisfaction dashboard consists of patient experience indicators and comments gathered from surveys after discharge or visit to a hospital or outpatient area. The dashboard covers performance in areas such as overall experience, physician communication, nurse communication, responsiveness, care coordination, discharge, restfulness, and environment. It also measures process indicators, such as joint physician-nurse rounding as well as serves as a resource for best practices. The information contained on the dashboard is shared in various forums with staff, clinicians, administration, including the Boards.

Frequency of Data Collection

Dashboards are automatically refreshed without the need for manual refresh processes. Data collection frequency through other reports and/or data sets occurs at the timeframes designated

for each specific initiative. Project and departmental teams set the data collection plan and frequency that meets their project's goals and objectives.

Performance Based Physician Quality & Credentialing

Performance-based credentialing promotes the delivery of safe, high-quality care by physicians and advanced practice providers. This process includes both **Focused Professional Practice Evaluation (FPPE)** and **Ongoing Professional Practice Evaluation (OPPE)**.

FPPE is conducted in three situations: at initial appointment, when new privileges are requested, and when concerns arise regarding a practitioner's ability to provide safe, high-quality care.

OPPE is performed on a continuous basis, with formal review at least every six months, to monitor ongoing performance and support the maintenance of clinical competence.

Profiling Process



Service-Specific Indicators

Several of the indicators are used to profile each physician's performance. The results are included in a physician profile which is reviewed with the department chair as part of credentialing process.

The definition of service/department specific indicators is the responsibility of the director/chair of each unit. The performance in these indicators is used as evidence of competence to grant privileges in the re-appointment process. The clinical departments/divisions are required to collect the performance information as necessary related to these indicators and report that information to the Department of Quality & Operations Improvement.

Purpose of Medical Staff Evaluation

- To monitor and evaluate medical staff performance ensuring a competent medical staff
- To integrate medical staff performance data into the reappointment process and create the foundation for high quality care, safe, and efficacious care
- To provide periodic feedback and inform clinical department chairs of the comparative performance of individual medical staff
- To identify opportunities for improving the quality of care

Conflict of Interest

Any person, who is professionally involved in the care of a patient being reviewed, should not participate in peer review deliberations and voting. A person is professionally involved if they are responsible for patient care decision making either as a primary or consulting professional and/or have a financial interest (as determined by legal counsel) in the case under review.

Persons who are professionally involved in the care under review are to refrain from participation except as requested by the appropriate administrative or medical leader. During peer review evaluations, deliberations, or voting, the chairperson will take steps to avoid the presence of any person, including committee members, professionally involved in the care under review. The chairperson of a committee should resolve all questions concerning whether a person is professionally involved. In cases where a committee member is professionally involved, the respective chairperson may appoint a replacement member to the committee.

Participants and committee members are encouraged to recognize and disclose, as appropriate, a personal interest or relationship they may have concerning any action under peer review.

Annual Approval and Continuous Evaluation

The Clinical Quality Management, Patient Safety & Patient Experience Plan is approved by the QLC, the Medical Staff Administrative Committees, and the Medical Center Board on an annual basis. The annual evaluation includes a review of the program activities and an evaluation of the effectiveness of the structure.

Appendix A: Long Range Quality Plan

Long-Range Quality Plan

World-class care for every person, every time



Exceptional Care

Safe

Industry-leading safety performance

As evidenced by a reduction in preventable harm as measured by the serious safety event rate

Patient-Centered

Exceptional experience for patients and families

As evidenced by Likelihood to Recommend scores in the top decile

Effective

Excellence in clinical outcomes

As evidenced by Vizient Q&A performance in the top decile

High reliability is the foundation of everything we do



Performance-improvement program rooted in standardized methodology



Leverage Analytics Center of Excellence to drive performance improvement around targets and outcomes



Appendix B: Prioritization Criteria

The following criteria are used to prioritize clinical value enhancement initiatives to ensure the appropriate allocation of resources.

1. Ties to strategic initiatives and is consistent with hospital's mission, vision, and values
2. Reflects areas for improvement in patient safety, appropriateness, quality, and/or medical necessity of patient care (e.g., high risk, serious events, problem-prone)
3. Has considerable impact on our community's health status (e.g., morbidity/mortality rate)
4. Addresses patient experience issues (e.g., access, communication, discharge)
5. Reflects divergence from benchmarks
6. Addresses variation in practice
7. Is a requirement of an external organization
8. Represents significant cost/economic implications (e.g., high volume)

Appendix C: FY27 Priorities/Metrics

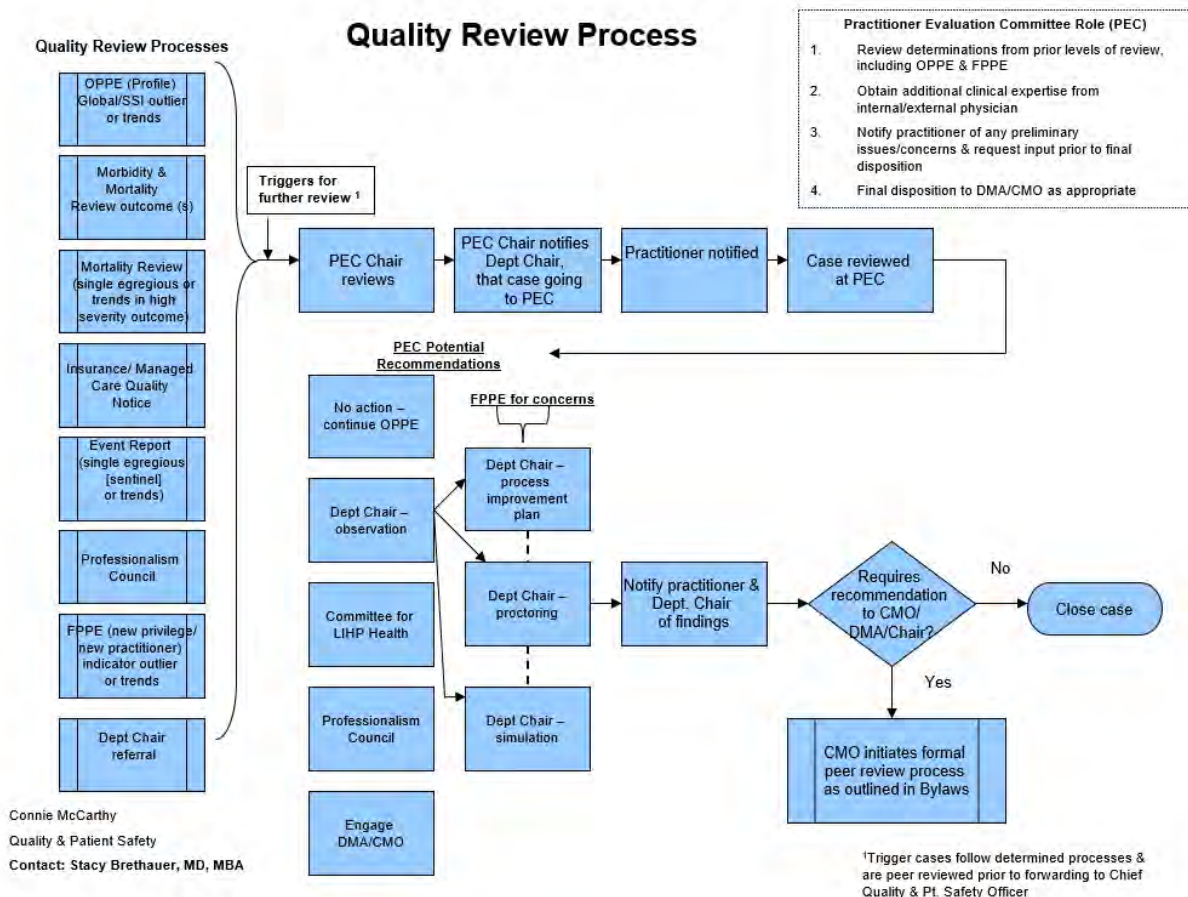
Board Endorsed FY27 Quality & Safety Priorities

- Update process for safety event review, classification & action
- Mortality
- Patient Experience (Likelihood to Recommend)
- Central Line Associated Blood Stream Infection (CLABSI)
- Catheter Associated Urinary Tract Infections (CAUTI)
- Falls with Injury

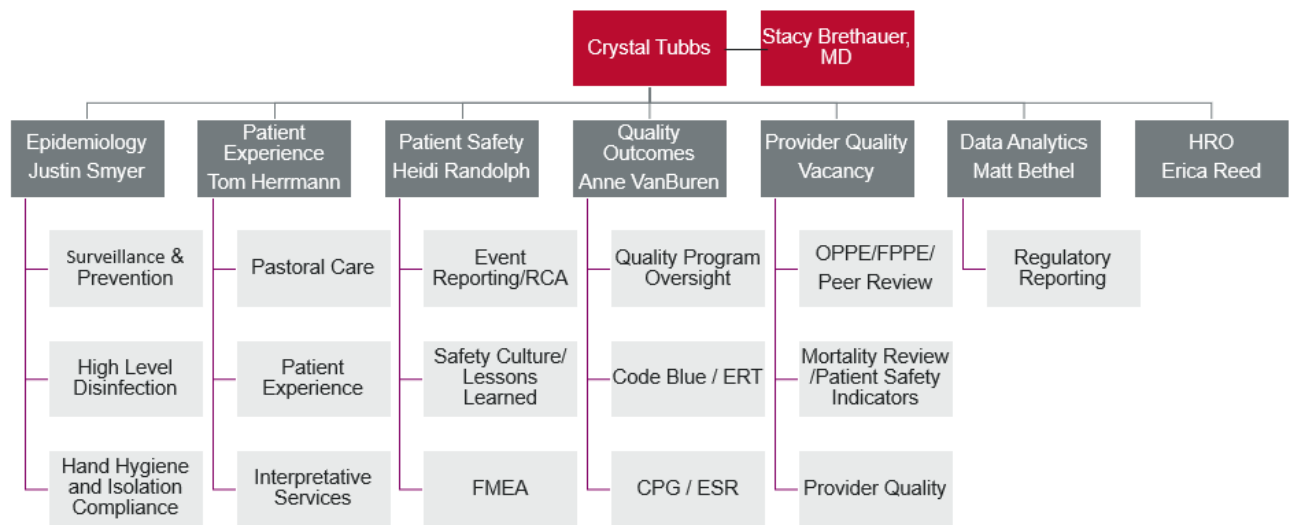
Appendix D: Quality Structure for The James Cancer Hospital & Solove Research Institute



Appendix E: Quality Review Process & Physician Performance Based Profile



Appendix F: Quality & Operations Improvement Organizational Chart



APPROVAL OF FY2027 QUALITY, SAFETY AND EXPERIENCE COUNCIL PLAN

THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER
ARTHUR G. JAMES CANCER HOSPITAL AND
RICHARD J. SOLOVE RESEARCH INSTITUTE

Synopsis: Approval of the annual review of The James Quality, Safety and Experience Council Plan for FY2027 for the Ohio State Comprehensive Cancer Center — James Cancer Hospital and Solove Research Institute, is proposed.

WHEREAS the mission of The James is to eradicate cancer from individuals' lives by generating knowledge and integrating groundbreaking research with excellence in education and patient-centered care; and

WHEREAS The James Quality, Safety, and Experience Council Plan for FY27 outlines assessment and improvement of processes in order to deliver safe, effective, optimal patient care and services in an environment of minimal risk for inpatients and outpatients of The James; and

WHEREAS the annual review of The James Quality, Safety, and Experience Council Plan for FY27 was approved by The James Quality, Patient Safety, and Reliability Committee on May 27, 2026; and

WHEREAS the annual review of The James Quality, Safety, and Experience Council Plan for FY27 was approved by The James Medical Staff Administration Committee on June 12, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Center Board approve the annual review of The James Quality, Safety and Experience Council Plan for FY2027:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve The James Quality, Safety and Experience Council Plan for FY2027 as outlined in the attached document.

Approvals

QSEC: 05/27/2026

MSAC: 06/12/2026

QPAC:

OSUWMC Board of Trustees:

The James Cancer Hospital Quality, Safety and Experience Council Plan

The Ohio State University
James Cancer Hospital and
Solove Research Institute
The Comprehensive Cancer Center
(The James and CCC)

Fiscal Year 2027
July 1, 2026, through June 30, 2027

The James



The James Cancer Hospital Quality, Safety and Experience Council Plan

Table of Contents

Mission, Vision, and Values.....	3
Definition.....	3
Scope.....	3
Purpose.....	4
Objectives	4
Structure for Quality Oversight.....	4
Governance and Committees.....	4
Roles and Responsibilities.....	9
Philosophy of Patient Care Services.....	11
Consistent Level of Care.....	13
Performance Transparency	13
Confidentiality.....	14
Determining Priorities	14
Data Measurement and Assessment.....	14
Performance Based Provider Quality and Credentialing	16
Annual Quality Plan Evaluation.....	17
Enterprise-Wide Alignment and Strategic Plan.....	18
Attachment A: James Quality, Safety, and Experience Council Structure.....	18
Attachment B: Impact 2035.....	18
Attachment C: Long-Range Quality Plan.....	19

The James Cancer Hospital & Solove Research Institute

The James Quality, Safety and Experience Council Plan

Mission, Vision, and Values:

Mission: To eradicate cancer from individuals' lives by creating knowledge and integrating groundbreaking research with excellence in education and patient-centered care.

Vision: Creating a cancer-free world, every person, every discovery, every time.

Values: Excellence, Collaborating as One University, Integrity and Personal Accountability, Openness and Trust, Diversity in People, and Ideas, Change and Innovation, Simplicity in Our Work, Empathy, Compassion, and Leadership.

The James model of patient-centered care is enhanced by teaching and research programs. Patient service, both directly and indirectly, provides the foundation for teaching and research programs. This three-part mission, and a staff dedicated to its fulfillment, distinguish The Arthur G. James Cancer Hospital and Richard J. Solove Research Institute as a Comprehensive Cancer Center and as one of the nation's premier cancer treatment centers.

Definition:

The James Quality, Safety and Experience Council Plan (hereinafter The Plan) of The James Cancer Hospital and Solove Research Institute is our organization-wide approach to systematic assessment of process design and performance improvement targeting quality of care, patient safety, and patient experience. The Plan serves to provide direction for how clinical care and activities are designed to enrich patient outcomes, reduce harm, and improve value-added care and service utilizing High Reliability Organization (HRO) Principles to the cancer patient population.

Scope:

As a Prospective-Payment-System-exempt (PPS-exempt) hospital, which serves as the clinical care delivery-arm of an NCI-designated Comprehensive Cancer Center, The James has a unique opportunity to ensure value-added services and research expertise are provided to our patients, families, and the community – both nationally and internationally. The Plan encompasses all clinical services. Through close partnership with the Comprehensive Cancer Center, The Plan includes quality and patient safety goals for process improvements related to functions and processes involving both the Cancer Center and the hospital and ambulatory clinics/treatment areas.

With a close partnership within OSUWMC, The Plan provides oversight of the clinical contracted services and serves as a component of The Quality Assessment and Performance Improvement (QAPI) requirements from the Center for Medicaid and Medicare Services. These services are evaluated on an annual basis by The James Quality, Safety and Experience Council (Q-SEC), The James Quality Assessment and Performance Improvement (QAPI) Subcommittee, The James Medical Staff Administrative Committee (MSAC), and then forwarded each year to the Quality and Professional Affairs Committee (QPAC) as a part of the governing body, to ensure quality and safety of care is provided to all James' patients.

Purpose:

The purpose of the Plan is to provide guidance for the resources and processes available to ensure measurable improvements to patient care are occurring. The Plan establishes an effective, ongoing framework for identifying problematic events, policies, and practices, implementing corrective actions, and following up to ensure improvements in performance, quality, and safety are both effective and sustained over time. The James recognizes the vital importance of creating and maintaining a safe environment for all patients, visitors, employees, and others within the organization to bring about personalized care through evidence-based medicine.

Objectives:

The central objectives of The James Quality, Safety and Experience Council Plan are to:

1. Provide guidance for monitoring and evaluation of effort(s) in clinical care to sustain high performance and improved outcomes for all patients.
2. Evaluate and recommend evidence-based system changes to improve patient care and safety by assessing, identifying, and reducing risk within the organization when undesirable patterns or trends in performance are identified, or when events requiring intensive analysis occur.
3. Assure overall program meets or exceeds accreditation standards, state, federal and licensure regulations.
4. Provide information for adherence to evidence-based practice guidelines to standardize clinical care and reduce practice variation.
5. Improve patient satisfaction and perception of treatment, care, and services by continuously identifying, evaluating, and improving performance based on needs, expectations, and satisfaction results.
6. Enhance patient experience by providing safe and high-quality care at the best value.
7. Prioritize identifying health care disparities by assessing trends in the data; developing and implementing action plans and communicating progress to key stakeholders.
8. Provide education to the governance, faculty and staff regarding quality management principles and processes for improving systems.
9. Provide appropriate levels of data transparency.
10. Assure quality and patient safety processes developed involve trans-disciplinary teamwork.
11. Provide process improvement initiatives to clinical systems to prevent or eliminate patient harm.
12. Monitor and evaluate integration and sustained HRO principles.

Structure for Quality Oversight:

The James Quality, Safety and Experience Council (Q-SEC) serves as the primary entity within The James to develop annual goals which are consistent with goals from the Health System. However, these goals are designed specifically for The James to target and focus on the cancer patient population and cancer research agendas.

Governance and Committees:

Governing Body

The Wexner Medical Center Board is the governing body, responsible to The Ohio State University Board of Trustees, for operation, oversight, and coordination of the Wexner Medical Center and The James Cancer Hospital. The Wexner Medical Center Board is composed of sixteen voting members, plus an additional group of university and medical center senior leaders who serve in ex-officio roles. The Quality & Professional Affairs Committee (QPAC) reports to the Wexner Medical Center Board and is responsible for, among other things, annually reviewing and evaluating The James Quality Safety, and Experience Council Plan, along with goals and

process improvements made for improved patient safety and quality programs, QPAC is also responsible for granting clinical privileges for the credentialing of practitioners. The Board of Trustees and its committees meet throughout the year with focused agendas and presentations.

The Quality and Professional Affairs Committee (QPAC):

Composition:

This committee consists of no fewer than four voting members of the University Wexner Medical Center Board of Trustees. Members are appointed each year by the Chair of the OSUWMC Board, and one of these shall be assigned as the Chair of the committee. The CEO of the OSU Health System; CMO of the University Medical Center; CMO of The James; the Medical Director of Credentialing for The James; the Chief of Medical Staff of the University hospitals; the Chief of Medical Staff for The James; the Associate Dean of Graduate Medical Education; the Chief Quality and Patient Safety Officer; The Chief Nurse Executive for the OSU Health System; and the Chief Nursing Officer for The James serve in ex-officio, voting positions. Other members as may be appointed by The Chair of the OSUWMC board, in consultation with the Chair of Quality and Professional Affairs committee.

Function:

The Quality and Professional Affairs Committee (QPAC) shall be responsible for the following specific duties:

1. Reviewing and evaluating the Quality and Patient Safety programs of OSUWMC.
2. Overseeing all patient care activity in all facilities as a part of OSUWMC, including but not limited to, hospitals, clinics, ambulatory care, and physician office facilities.
3. Monitoring quality assurance performance in accordance with the standards set by OSUWMC.
4. Monitoring the achievement of accreditation and licensure requirements.
5. Reviewing and then recommending to the OSUWMC board changes to the medical staff bylaws and medical staff rules and regulations.
6. Reviewing and approving clinical privilege forms.
7. Reviewing and approving membership, as well as granting appropriate clinical privileges for the credentialing of practitioners, recommended for membership and clinical privileges by the hospital's Medical Staff Administrative Committees (MSAC).
8. Reviewing and approving membership and granting appropriate clinical privileges for the expedited credentialing of such practitioners that are eligible by satisfying the minimum approved criteria which is determined by the OSUWMC board and recommended for membership and clinical privileges to the MSACs of OSUWMC and The James.
9. Reviewing and approving the reinstatement of clinical privileges for a practitioner after a leave of absence from clinical practice.
10. Conducting Peer Review activities and recommending professional review actions to the OSUWMC board.
11. Reviewing and resolving any petitions by the medical staff for amendments to any rule, regulation or policy presented by the Chief of Staff on behalf of the medical staff pursuant to the medical staff bylaws and communicating such resolutions to the hospital's MSACs.
12. Such other responsibilities as assigned by the Chair of the OSUWMC Board.

The James Medical Staff Administrative Committee (MSAC)

Composition:

Refer to Medical Staff Bylaws and Rules and Regulations

Function:

Refer to Medical Staff Bylaws and Rules and Regulations

The organized medical staff, under the direction of the Director of Medical Affairs/Chief Medical Officer, implements The Plan throughout the clinical departments. The James MSAC reviews reports, and makes recommendations related to clinical quality management, patient safety, and service quality activities. This Committee has responsibility for evaluating the quality and appropriateness of clinical performance and service quality of all individuals with clinical privileges. The James MSAC reviews corrective actions and provides authority within their realm of responsibility related to clinical quality management, patient safety, and service quality activities.

The James Quality, Safety and Experience Council (Q-SEC)

Composition:

The James Quality, Safety and Experience Council (Q-SEC) consists of representatives from Medical Staff, Administration, Accreditation, Advanced Practice Providers, Quality and Patient Safety, Clinical Outcomes, Analytics Center of Excellence, Nursing, Operations Improvement, and Patient Experience (Attachment A). Membership varies due to the fluency of ongoing quality initiatives and is subject to change. This Council reports to Executive Leadership and The James Medical Staff Administrative Committee (MSAC).

Function:

- Adhere to HRO principles to promote Just Culture.
- Develop and sustain a culture of safety which strives to embed Just Culture principles in the follow-up of healthcare errors.
- Assure compliance with patient safety-related accreditation standards.
- Proactively identifies risks to patient safety and creates a call-to-action to reduce risk with a focus on process and system improvement.
- Evaluate and monitor the National Performance Goals (NPG) from the Joint Commission.
- Evaluate standards of care and evidence-based practices and provide recommendations to improve clinical care and outcomes.
- Ensure actions are taken to improve performance whenever an undesirable pattern or trend is identified.
- Acquire and review reports from disease specific committees that have a potential impact on the quality & safety in delivering patient care such as, but not limited to, Apheresis, BMT and Acute Leukemia, Cell Therapy, Lymphoma, Sickle Cell, Patient Experience, Grievance Committee, and Utilization Management Committee.
- Provide direct oversight for the James Quality, Safety and Experience Council QAPI Sub-Committee (QAPI).
- Receive annual quality reports from James Accreditation programs, such as the Commission on Cancer (CoC), Geriatric Surgery Verification Program (GSV), National Accreditation Program for Breast Centers (NAPBC) and National Accreditation Program for Rectal Cancers (NAPRC).

The James Quality, Safety and Experience Council QAPI Sub-Committee

Composition:

The James Quality, Safety and Experience QAPI Sub-Committee (QAPI) refers to the sub-committee functioning under the quality oversight structure of The James Quality, Safety and Experience Council (Q-SEC). The term QAPI refers to Quality Assessment and Performance Improvement. Membership on this sub-committee represents the major clinical and support services throughout the hospitals and/or clinical departments, as well as members from The James Quality, Safety and Experience Council (Q-SEC). The QAPI Sub-committee will identify department barriers requiring escalation to The James Quality, Safety and Experience Council (Q-SEC), or as defined by The Plan.

Function:

Serves as the central resource and interdisciplinary work group for the continuous process of monitoring and evaluating the quality and services provided throughout a hospital, clinical department, and/or a group of similar clinical departments.

- Conducts department reviews for services provided by The James and services received from Wexner Medical Center, including process/patient safety metrics and PSRS events reviews.
- Receive and review reports from Shared Services as they present quality and safety of care metrics for the cancer patient population.
- Maintain continuous follow-up on Shared Services action plans for improving metrics for quality and safety of care for the cancer patient population.

The James Human Experience Strategic Steering Council**Composition:**

The James Human Experience Strategic Steering Council consists of multidisciplinary representatives from Hospital Administration, Medical Staff, Nursing, Nutrition Services, Environmental Services, Patient Family Advisory Council (PFAC), and the Patient Experience Department. The James Human Experience Strategic Steering Council has a liaison member connected to The James Quality, Safety and Experience Council (Q-SEC).

Function:

- Create a culture and environment to deliver exceptional patient experience consistent with the mission, vision and values focused on service quality.
- Measure and review voice of the customer information in the form of patient satisfaction, comments, letters, and related measures.
- Recommend system goals and expectations for consistent patient experience.
- Provides guidance and oversight into patient experience improvement efforts ensuring effective deployment and accountability throughout the system.
- Communicates the work of the Council throughout the organization.

The James Utilization Management Committee (JUMC)**Composition:**

The James Utilization Management Committee (JUMC) is co-chaired by the Associate Chief Medical Officer of the Care Continuum and the Director of Patient Care Resource Management. Committee membership will include James Physician Advisors and Emergency Department Physician Advisors, physician members of the medical staff, representatives from the Patient Care Resource Management (PCRM) Department, Administration, Finance, Advance Practice Professionals, Providers, Quality and Safety, Revenue Cycle and Compliance, Nursing and Service Line Administration. Other departments in The James will be invited to join meetings as necessary when opportunities have been identified for improvement and input. JUMC members will not include any individual who has a financial interest in any hospital in the health system. No JUMC member will be included in the review process for a case when that member has direct responsibility for patient care in the case being reviewed.

Function:

The JUMC has a responsibility to establish and implement The James Utilization Management Plan. The JUMC implements procedures for reviewing the efficient utilization of care and services, including, but not limited to admissions, continued stays, readmissions, over and under-utilization of services, the efficient scheduling of services, appropriate stewardship of hospital resources, access and throughput and timeliness of discharge planning. Any quality or utilization opportunities identified by the JUMC through utilization review activities are acted upon by the committee or referred to the appropriate entity for resolution. The JUMC provides education on care and utilization issues to all health care professionals and medical staff at The James.

Practitioner Evaluation Committee (PEC)

Composition:

The Practitioner Evaluation Committee (PEC) is the medical staff peer review committee that provides leadership in overseeing the peer review process. The PEC is composed of the Chair of the Clinical Quality and Patient Safety Committee, medical staff, and advanced practice providers from various business units and clinical areas as appointed by the Chief Medical Officer (CMO) of the Health System and the Director of Medical Affairs/Chief Medical Officer.

Function:

- Provide leadership for the provider clinical quality improvement processes.
- Provide clinical expertise to the practitioner peer review process by thorough and timely review of clinical care and/or patient safety issues referred to the PEC.
- Advises and supports the Director of Medical Affairs/CMO at The James regarding action plans to improve the quality and safety of clinical care.
- Provide input to the Director for Advanced Practice Providers when there is an APP Peer Review completed.
- Develop follow up plans to ensure action is successful in improving quality and patient safety.

Health System Information Systems Steering Team (HSISST)

Composition:

The HSISST is a multidisciplinary team chaired by the Chief Medical Information Officer of OSUWMC.

Function:

The HSISST oversees information technology for both The James and OSUWMC. The team is responsible for oversight of information technology and processes currently in place, as well as reviewing replacement and/or introduction of new systems, and related policies/procedures. Individual team members are charged with responsibility to communicate and receive input from their various communities of interest on relevant topics discussed at committee meetings and other forums.

Sentinel Event Team (SET) and Sentinel Event Determination Group (SEDG):

Composition:

The Sentinel Event Team (SET) includes membership from both The James and the OSUWMC. Membership from The James includes: the Executive Director Medical Affairs/Chief Medical Officer, Chief Nursing Officer, the Quality Medical Director for The James, the Quality Medical Director for Perioperative services, and the Director of Quality & Patient Safety. Members from the Medical Center include: an Administrator, Chief Quality and Patient Safety Officer, Administrative Director for Quality & Patient Safety, a member of the Physician Executive Council, a member of the Nurse Executive Council, representatives from Quality and Operations Improvement and Risk Management and other areas as necessary.

The Sentinel Event Determination Group (SEDG) is a sub-group of the Sentinel Event Team and determines whether an event will be considered a sentinel event, a significant event, or a non-event. SEDG is comprised of quality leaders from The James and OSUWMC and chaired by the Health System Chief Quality Officer. The SEDG meets weekly to review sentinel events and significant events.

Function:

Approve and make recommendations on sentinel event determinations and teams, and action plans as received from the Sentinel Event Determination Group. Results of a sentinel event, significant event or near-miss information are considered confidential according to Ohio Revised Code Section 2305.25 and

are not externally reported or released.

Conflict of Interest:

A person is considered professionally involved if they are responsible for patient care decision making, either as a primary or consulting professional, and/or have a financial interest (as determined by legal counsel) in a case under review. A person professionally involved is to refrain from participation in the care under review, except as requested by the appropriate administrative or medical leader. During peer review evaluations, deliberations, or voting, the committee chairperson will take steps to avoid the presence of any person professionally involved, including committee members, and should resolve all questions. In cases where a committee member is professionally involved, the respective chairperson may appoint a replacement member to the committee. Participants and committee members are encouraged to recognize and disclose, as appropriate, a personal interest or relationship they may have related to any action under peer review.

The James Continuous Quality Improvement Teams

Composition:

For the purposes of this plan, Quality Improvement Teams are considered as ad-hoc committees, disease specific workgroups, performance improvement teams, taskforces, etc., that function under the quality oversight structure and are time-limited in nature, as well as the new Health System groups that will report up to Q-SEC (an example is the Hospital Acquired Infection group). Continuous Quality Improvement teams are comprised of owners or participants in the process under study. The process may be clinical or non-clinical. The members fill the following roles: team leader, Process Engineer or facilitator, physician advisor, administrative sponsor, and technical experts.

Function:

Improve current practice or processes using traditional continuous process improvement tools such as rapid cycle improvements, LEAN principles and DMAIC/DMADV/PDCA.

Roles and Responsibilities

The management of clinical quality, patient safety and excellence are responsibilities of all faculty, staff, and volunteers.

Chief Executive Officer (CEO)

The CEO for The James reports to the OSUWMC Chief Executive Officer and is responsible for providing leadership and oversight for the overall functions within The James. The CEO has authority over the James Quality, Safety and Experience Council Plan and collaborates with all employees and medical staff to ensure safe care is delivered to our patients to achieve quality outcomes for each encounter.

Chief Operating Officer (COO)

The Chief Operating Officer (COO) reports to the CEO of The James and is responsible for planning, executing and leading a broad range of operational functions including leading and partnering with teams to ensure highly reliable, high quality and safe care at The James. The COO executes strategies to expand patient access, and leads efforts to continuously improve patient experience, manage patient flow and care coordination and develop strategic partnerships to ensure consistent delivery of world-class cancer care.

Director of Medical Affairs/Chief Medical Officer (CMO)

The Director of Medical Affairs is the Chief Medical Officer for The James Cancer Hospital who provides leadership and strategic direction for the faculty, medical staff, and other providers to ensure the delivery of high quality, cost-effective health care consistent with The James mission. The CMO has oversight of the medical staff's responsibilities for progress towards goals and process improvements. The CMO is a member of The James

Medical Staff Administrative Committee (MSAC) and is the medical director for provider credentialing within The James.

Quality Medical Director

The James Quality Medical Director reports to the Chief Medical Officer and is responsible for assisting the Quality Department with medical review for all patient safety and quality outcomes. This physician also works collaboratively with the health system quality medical directors and the Chief Quality and Patient Safety Officer in determining sentinel and significant events, as well as reporting events, when necessary, through the peer review process. The Quality Medical Director is a member of both the James Quality, Safety and Experience Council and a member of The James Medical Staff Administrative Committee (MSAC).

Medical Staff

Medical staff members are responsible for achieving the highest standard of care and services within their scope of practice. As a requirement for membership on the medical staff, members are expected to and must participate in the functions and expectations set forth in The Plan. In addition, members serve on quality management/patient safety committees and/or continuous quality improvement teams throughout the year.

Chief Nursing Officer (CNO)

The James Chief Nursing Officer (CNO) reports to the James CEO to work and provide senior leadership within the nursing structure to influence the nursing process and practices. The CNO ensures the overall James Quality, Safety and Experience Council Plan is utilized to assist with the development, implementation, and initiation of The James Nursing Strategic Plan. The CNO has oversight of the nursing shared governance model and the nursing leadership which establishes and implements annual nursing-sensitive goals.

Nursing Leadership

The Chief Nursing Officer, as well as the Associate Chief Nursing Officer(s), and Directors of Nursing are responsible to implement, maintain oversight, and incorporate opportunities and goals identified in collaboration with James Q-SEC and OSUWMC- QLC Committee. Nursing directors and managers are responsible for patient quality and safety initiatives within their respective areas. They provide input regarding committee memberships, and serve as participants in the departmental, hospital and Health System quality/patient safety committees. Clinical Nurse Specialists (CNS) support quality improvement initiatives by providing leadership in the application and use of evidence-based practice. The James nursing staff are responsible for providing the highest standard of care and services within their scope of practice.

Quality and Patient Safety Leadership

The Director of Quality and Patient Safety and the Director of Clinical Outcomes collaborate directly with executive leaders as well as with directors and managers of all areas to evaluate, plan, and improve patient safety and quality outcomes. In addition, the Directors have leadership oversight of quality improvement goals, patient safety improvements, and facilitates team(s) charged for implementation of annual hospital level goals.

The James Quality and Patient Safety and James Clinical Outcomes Teams

The primary responsibilities of The James Quality and Patient Safety Team and James Clinical Outcomes teams are:

- Track and trend quality events, including Sentinel Events.
- Coordinate and facilitate clinical quality improvement to achieve desired outcomes.
- Monitor patient safety incidents and work with the management teams for elimination or reduction of risk/harm to patients.

- Improve patient care services by assuring the voice of the patient is heard throughout The James.
- Assist managers with evaluations of situations by utilizing Just Culture algorithm and training.
- Teach and influence utilizing HRO principles.
- Support operational areas with efforts to achieve highest level of patient safety.

While primary responsibility for the implementation and evaluation of clinical quality, patient safety, and service activities resides within each department/program, The James Quality and Patient Safety team serve as internal consultants for the development, evaluation, and on-going monitoring of those activities. The James Quality and Patient Safety, James Quality and Clinical Outcomes teams, including The James Operations Improvement team, and the Analytics Center of Excellence (ACE), and James Accreditation maintain human and technical resources for team facilitation, use of performance improvement tools, data collection, statistical analysis, and reporting.

Hospital Management Team

All members of The James management teams are responsible for ensuring the standards of care and service are maintained or exceeded within their department(s), and are responsible for implementing, monitoring, and evaluating activities in their areas and assisting clinical staff members in developing appropriate mechanisms for data collection and evaluation. Department directors, managers and/or assistant managers participate in action plans for individual employees or the department. All department directors/managers provide input regarding committee memberships and serve as participants on quality management/patient safety committees and/or quality improvement teams. Managers and staff are engaged through formal and informal processes related to quality improvement and clinical patient safety efforts, including but not limited to:

- Suggesting process improvements and reporting medical/health care events and near misses.
- Implementing evidence-based practices.
- Monitoring and responding to activities and processes, such as patient complaints and patient-centered care.
- Participating in audits, observations and peer-to-peer review and feedback; and,
- Participating in efforts to improve patient outcomes and enhance patient safety.

The James Patient Experience/Guest Services Department

The primary responsibility of The James Patient Experience and Guest Services Department is to coordinate and facilitate a service-oriented approach to providing healthcare. This is accomplished through both strategic program developments and managing operational functions. The Patient Experience staff serves as an internal consultant for the development and evaluation of service-quality activities. The Department maintains human and technical resources for interpreter services, information desks, patient relations, team facilitation, and use of performance improvement tools, data collection, statistical analysis, and reporting. The Department also oversees the Patient/Family Advisor Program consisting of current and former patients, or their primary caregivers, who have had experiences at any James facility. These individuals are volunteers who serve on committees and workgroups, as Advisory Council members, complete public speaking engagements, and review materials. Lastly, the department supports system-wide volunteer efforts, aligning credentialed adult and student volunteers with service opportunities within the medical center.

Philosophy of Patient Care Services

The James provides innovative and patient-focused comprehensive cancer care and services which include the following:

- A mission statement that outlines the relationship between patient care, research, and teaching.
- Long-range, strategic planning conducted by leadership to determine the services to be provided.

- Establishing annual goals and objectives consistent with the hospital mission, and which are based on a collaborative assessment of patient/family and the community's needs.
- Provision of services appropriate to meet the needs of patients.
- Ongoing evaluation of services provided such as performance assessment and improvement activities, budgeting, and staffing plans.
- Integration of services through the following: continuous quality improvement teams; clinical interdisciplinary quality programs; performance assessment and improvement activities; communications through management operations meetings, nursing shared governance structure, Medical Staff Administrative Committee, administrative staff meetings; participation in OSUWMC and OSU governance structures, special forums; and leadership and employee education/development.
- Maintaining competent patient care leadership and staff by providing education and ongoing competency reviews which are focused towards identified patient care needs.
- Respect for each patient's rights and decisions is an essential component in the planning and provision of care.
- Utilizing the Relationship Based Care principles which encompasses building a caring and healing environment for patients, families and staff by developing caring and therapeutic relationships with the patients/families, colleagues, self and the larger community.
- Embracing the principles of a Just Culture and honoring a Culture of Safety for all team members, faculty, and staff.

The IOM *10 Rules for Redesign* are guiding principles for the provision of safe and quality care. These are:

1. ***Care is based on continuous caring and healing relationships.*** Patients should receive care whenever they need it and, in many forms, not just face-to-face visits. This implies that the health care system must be always responsive, and access to care should be provided over the Internet, by telephone, and by other means in addition to in-person visits.
2. ***Care is customized according to patient needs and values.*** The system should be designed to meet the most common types of needs but should have the capability to respond to individual patient choices and preferences.
3. ***The patient is the source of control.*** Patients should be given the necessary information and the opportunity to exercise the degree of control they choose over health care decisions that affect them. The system should be able to accommodate differences in patient preferences and encourage shared decision making.
4. ***Knowledge is shared and information flows freely.*** Patients should have unfettered access to their own medical information and clinical knowledge. Clinicians and patients should communicate effectively and share information.
5. ***Decision making is evidence-based.*** Patients should receive care based on the best available scientific knowledge. Care should not vary illogically from clinician to clinician or from place to place.
6. ***Safety is a system property.*** Patients should be safe from injury caused by the care system. Reducing risk and ensuring safety require greater attention to systems that help prevent and mitigate errors.
7. ***Transparency is necessary.*** The system should make information available to patients and their families that enables them to make informed decisions when selecting a health plan, hospital, or clinical practice, or when choosing among alternative treatments. This should include information describing the system's performance on safety, evidence-based practice, and patient satisfaction.
8. ***Needs are anticipated.*** The system should anticipate patient needs, rather than simply react to events.
9. ***Waste is continuously decreased.*** The system should not waste resources or a patient's time.
10. ***Cooperation among clinicians is a priority.*** Clinicians and institutions should actively collaborate and communicate to ensure an appropriate exchange of information and coordination of care.

Following these principles, The James has instituted the following guidelines as the approach to quality, safety, and experience services:

- **Customer Focus:** Knowledge and understanding of internal and external customer needs and expectations.
- **Leadership & Governance:** Dedication to continuous improvement instilled by leadership and the Board.
- **Education:** Ongoing development and implementation of curricula for quality, safety, and reliability for all faculty, staff, volunteers, and students.
- **Involvement:** All team members must have mutual respect for the dignity, knowledge, and contributions of others. Everyone is engaged in the improvement of processes where they work.
- **Data-driven decision making:** Decisions for quality, safety, and reliability are based on the knowledge derived from data.
- **Continuous Process Improvement:** Analysis of processes for design, redesign and to reduce variations are accomplished by use of an approach using science and LEAN/DMAIC/PDCA. Measures and improvements are ongoing.
- **Just Culture:** Our framework of quality, safety, and reliability services are based on a culture that is open, honest, transparent, collegial, team-oriented, accountable, and non-punitive when system failures have occurred.
- **Personalized Health Care:** Begins with developing a therapeutic relationship with the patient and family and incorporating evidence-based medicine which considers the patient's health status, genetics, cultural tradition, personal preferences, and values family and lifestyle situations.
- **Reducing Health Disparities:** Ongoing commitment to make health care disparities an organizational quality and safety priority by assessing, identifying trends in data, developing, and implementing action plans, and communicating progress to key stakeholders.

Consistent Level of Care

Certain elements of The Plan help to ensure patient care standards for the same or similar services are comparable in all areas. These elements include, but are not limited to:

- Policies and procedures and services provided are not payer driven and are standardized to promote high quality and safe care.
- Application of a single standard for physician credentialing.
- Cancer care delivery is based upon nationally recognized standards of care from the National Comprehensive Cancer Network (NCCN).
- Use of monitoring tools to measure processes in areas of the Health System and The James.

Performance Transparency

The James Medical and Administrative leadership have a long-standing and strong commitment to transparency of performance as it relates to clinical quality, safety, and service performance.

Performance data is shared internally with faculty and staff through a variety of methods. Providing data internally assists faculty and staff in obtaining real-time performance results and enables faculty and staff to use those results to drive change and improve performance. Transparency of the information provided is within the limits of the Ohio law that protects attorney-client privilege, quality inquiries and reviews, as well as peer review. Current quality data is shared on The James internal intranet site. The Analytics Center of Excellence team works with many departments and partners with other reporting groups to build and enhance quality and safety dashboards, as well as display other important metrics to build on the equation of value for our patients.

Confidentiality

Confidentiality is essential to the quality management and patient safety process. All records and proceedings are confidential and are to be marked as such. Written reports, data, and meeting minutes are to be maintained in secure files. Access to these records is limited to appropriate administrative personnel and others, as deemed appropriate by legal counsel. As a condition of staff privilege and peer review, it is agreed that no record, document, or proceeding of this program is to be presented in any hearing, claim for damages, or any legal cause of action. This information is to be treated for all legal purposes as privileged information, keeping aligned with Ohio Revised Code 121.22 (G)-(5) and Ohio Revised Code 2305.251.

Determining Priorities

The James has a process in place to identify and direct resources toward quality management, patient safety, and service excellence activities. The prioritization criteria are reevaluated annually according to the mission and strategic plan. The leaders set performance improvement priorities and reevaluate annually in response to unusual or urgent events. Whenever possible, NCI, ADCC, or other appropriate cancer specific benchmarks are utilized to compare performance metrics for The James, to assist with determination of priorities each year to improve performance.

Priority Criteria

The following criteria are used to prioritize clinical value enhancement initiatives and continuous quality improvement opportunities, to ensure the appropriate allocation of resources.

1. Ties to strategic initiatives consistent with the hospital's mission, vision, and values.
2. Reflects areas for improvement in patient safety, appropriateness, quality, and/or medical necessity of patient care (e.g., high-risk, serious events, problem-prone).
3. Has a considerable impact on our community's health status (e.g., morbidity/mortality rate).
4. Address patient experience issues (e.g., access, communication, discharge).
5. Reflects divergence from benchmarks.
6. Addresses variation in practice.
7. Required by an external organization.
8. Represents significant cost/economic implications (e.g., high volume).

Design and Evaluation of New Processes

New processes are designed and evaluated according to the organizational mission, vision, values, and priorities, and are consistent with sound business practices.

The design or re-design of a process may be initiated by:

- Surveillance data indicates undesirable variance.
- Patients, staff, or payers perceived need to change a process.
- Information from within the organization and from other organizations about potential risks to patient safety, including the occurrence of sentinel events.
- Review and assessment of data and/or review of available literature to confirm the need and/or by evidence-based practices.

Data Measurement and Assessment

Determination of Needs

Data needs are determined according to improvement priorities and surveillance needs. The James Quality and Patient Safety team and Analytics Center of Excellence collect and report data for monitoring important processes and outcomes related to patient care. In addition, each team is responsible for identifying quality

indicators specific to their area of service. Areas are responsible for monitoring and assessment of the data collected. Quality and safety monitoring is on-going and reviewed by The James Quality, Safety and Experience Council (Q-SEC) annually.

External Reporting Requirements

The reporting requirements related to quality, safety, and patient experience. These include regulatory, governmental, payer, and specialty certification organizations.

Data Collection

Data, including patient demographic and diagnosis, are systematically collected by various mechanisms including but not limited to:

- Administrative and clinical databases
- Retrospective and concurrent medical record review
- Reporting systems (e.g., patient safety and patient satisfaction)
- Surveys (e.g., patients, families, and staff)
- External (e.g., Vizient, CDC-NHSN, NDNQI, NQF, CMS, or other vendors)

Assessment of Data

Statistical methods are used to identify undesirable variance, trends, and opportunities for improvement. The data are compared to the previous performance, external benchmarks, and accepted standards of care to establish goals and targets. Annual goals are established to evaluate performance.

Surveillance System

The James systematically collects and assesses data in different areas to monitor and evaluate the quality and safety of services, including measures related to accreditation and other requirements. Data collection also functions as a surveillance system for timely identification of undesired variations or trends in quality indicators.

The James Key Performance Indicator Scorecard

Patient Safety is the highest priority for all faculty and staff at The James. As a crucial element to caring for our patients, there is an on-going process of monitoring safety events and any untoward trends from patient care. The James Key Performance Indicator Scorecard (hereinafter The Scorecard) is a portal consisting of various dashboards with key performance indicators related to events considered potentially preventable, and which cause a level of harm to the patient. The Scorecard covers areas such as mortality, falls, hospital acquired infections, hospital-acquired pressure ulcers, as well as additional indicators such as patient satisfaction, readmissions, and length of stay.

This information is shared in various quality forums with the medical staff, clinicians, James's administration, and The Quality and Professional Affairs Committee (QPAC) at the Wexner Medical Board. The indicators to be included in The Scorecard represent the priorities of The James Quality, Safety and Experience Council(Q-SEC). The Council evaluates opportunities each month as well as monthly at the Medical Staff Administrative Committee (MSAC). Safety goals are reviewed annually and adjusted as necessary by event trending, regulatory changes, and other opportunities as identified from the culture of safety surveys and/or national cancer benchmarks.

The James Patient Satisfaction Dashboard

The Patient Satisfaction dashboard is a set of patient experience indicators gathered from surveys after discharge or visit to a system-based clinic or hospital. The dashboard displays performance in areas such as Likelihood to

Recommend, physician communication, nursing responsiveness, admitting, and discharging efficiencies and quality in addition to other service categories. The information from this dashboard is shared in multiple forums with staff, clinicians, administration, and the Board of Trustees. Performance on these indicators serve as annual goals for leaders and members of clinical and patient experience teams.

Quality and Patient Safety Education

Education is identified as a key principle for providing safe, high-quality care, and excellent service for our patients. There are on-going development and implementation of a curriculum for quality, safety and service for all staff, employees, clinicians, patients, and students. There are a variety of forums and venues utilized to enhance the education surrounding quality and patient safety including, but not limited to:

- Online videos
- Newsletters
- Classroom forums
- Simulation training
- Virtual Reality
- Computerized Based Learning Modules (e-learning/CBLs)
- Curriculum Development within College of Medicine
- Websites (internal SharePoint and external OSUMC)
- Patient Safety/Quality Lesson's Learned and Patient Safety Alerts

The James Benchmark Data

Both internal and external benchmarking provide value when evaluating performance.

Internal Benchmarking

Internal benchmarking uses processes and data to compare The James' performance to itself over time and provides a gauge of improvement strategies within the organization.

External Benchmarking

The James participates in various database systems and benchmarking projects to compare performance with that of other cancer hospitals/peer institutions. The James Cancer Hospital joins other comprehensive cancer centers for benchmarking such as C4QI (Comprehensive Cancer Center Consortium for Quality Improvement), ADCC (Alliance of Dedicated Cancer Centers), and National Cancer Institute (NCI). Additionally, The James participates in national benchmarking efforts through The Vizient's Clinical Database (CDB), The US News and World Report, Ohio Department of Health, Press Ganey, National Database of Nursing Quality Indicators (NDNQI), Centers for Disease Control – National Healthcare Safety Network (NHSN), The American College of Surgeons (ACS) and others.

Performance Based Provider Quality and Credentialing

Performance based credentialing ensures processes that assist with promoting the delivery of quality and safe care by physicians and advanced practice licensed health care providers. Both Focused Professional Practice Evaluation (FPPE) and Ongoing Professional Practice Evaluation (OPPE) occur. Focused Professional Practice Evaluation (FPPE) is utilized on three occasions: initial appointment, when a Privileged Practitioner requests a new privilege, and for cause when questions arise regarding the practitioner's ability to provide safe, high quality patient care. Ongoing Professional Practice Evaluation (OPPE) is performed on an ongoing basis (every 6 months).

Profiling Process:

- Data gathering from multiple sources.

- Report generation and indicator analysis.
- Profile review meetings with department chairs.
- Discussion at Credentialing Committee
- Final recommendation & approval:
- Medical Staff Administrative Committees
- Medical Director
- Hospital Board

Service-Specific Indicators

Indicators are used to profile each physician's performance. The results are included in a physician profile, which is reviewed with the department chair as part of the credentialing process. The definition of service/department-specific indicators is the responsibility of the director/chair of each unit. The performance of these indicators is used as evidence of competence to grant privileges in the re-appointment process. The clinical departments/divisions are required to collect the performance information related to these indicators and report that information to the Department of Quality and Operations Improvement.

The Medical Staff Evaluation is multi-purpose:

- To appoint quality medical staff.
- To monitor and evaluate medical staff performance.
- To integrate medical staff performance data into the reappointment process and create the foundation for high quality care.
- To provide periodic feedback and inform clinical department chairs of the comparative performance of individual medical staff.
- To identify opportunities for improving quality of care.

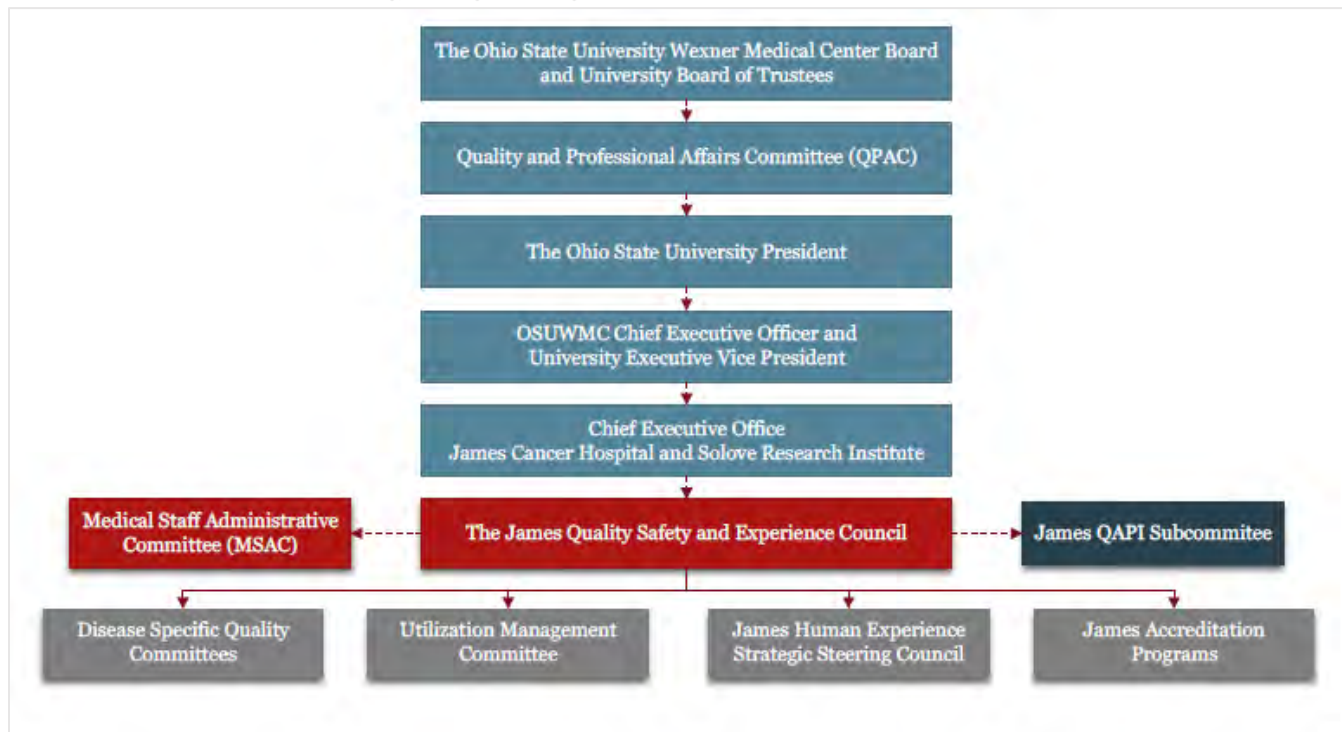
Annual Quality Plan Evaluation

The Plan is approved annually by The James Quality, Safety and Experience Council (Q-SEC), the Medical Staff and Committee (MSAC), The Quality and Professional Affairs Committee (QPAC), and the Wexner Medical Center Board.

Enterprise-Wide Alignment and Strategic Plan

The James Quality, Safety and Experience Plan has been developed in alignment with the OSUWMC Enterprise-Wide Impact 2035 Strategic Plan (Attachment B) and the Long-Range Quality Plan (Attachment C). The plan for Impact 2035 includes our shared purpose for these three components: world-class care for every person, every time; relentless innovation to improve lives; and the best place to work and learn. The Long-Range Quality Plan focuses on the foundations and three pillars of patient centered care that have been deemed priorities by the OSUWMC Quality Leadership Council (QLC).

Attachment A: The James Quality, Safety and Experience Council Structure



Attachment B: Impact 2035



Long-Range Quality Plan

World-class care for every person, every time



Exceptional Care

Safe

Industry-leading safety performance

As evidenced by a reduction in preventable harm as measured by the serious safety event rate

Patient-Centered

Exceptional experience for patients and families

As evidenced by Likelihood to Recommend scores in the top decile

Effective

Excellence in clinical outcomes

As evidenced by Vizient Q&A performance in the top decile

High reliability is the foundation of everything we do



Performance-improvement program rooted in standardized methodology



Leverage Analytics Center of Excellence to drive performance improvement around targets and outcomes



THE OHIO STATE UNIVERSITY
WEXNER MEDICAL CENTER

PLAN FOR PATIENT CARE SERVICES

OHIO STATE UNIVERSITY HOSPITALS d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the annual review of the plan for patient care services for the hospitals at the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including: Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and The Ohio State University Wexner Medical Center East Hospital, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the plan for inpatient and outpatient care services describes the integration of clinical departments and personnel who provide care and services to patients at University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital; and

WHEREAS the annual review of the plan for patient care services was approved by the University Hospital Medical Staff Administrative Committee on May 13, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the plan for patient care services:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the plan for patient care services for the Ohio State University Hospitals, including University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital as outlined in the attached Plan for Patient Care Services.



TITLE: THE OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER (INCLUDING UNIVERSITY HOSPITAL, RICHARD M. ROSS HEART HOSPITAL, BRAIN AND SPINE HOSPITAL, DODD REHABILITATION HOSPITAL, HARDING HOSPITAL, AND EAST HOSPITAL) HOSPITAL PLAN FOR PROVIDING PATIENT CARE

University Hospital, Richard M. Ross Heart Hospital, Brain and Spine Hospital, Dodd Rehabilitation Hospital, Harding Hospital, and East Hospital (hereafter referred to as the Hospitals) plan for patient care services describes the integration of departments and personnel who provide care and services to patients based on the Hospitals' mission, vision, shared values and goals. The plan encompasses both inpatient and outpatient services of the Hospitals.

OHIO STATE UNIVERSITY WEXNER MEDICAL CENTER (OSUWMC) MISSION, VISION AND VALUES

Mission Statement:

To improve health in Ohio and across the world through innovations and transformation in research, education, patient care, and community engagement.

Vision Statement:

By pushing the boundaries of discovery and knowledge, we will solve significant health problems and deliver unparalleled care.

Values:

Inclusiveness, Determination, Empathy, Sincerity, Ownership and Innovation

The mission, vision and values statements, developed by our staff members, physicians, governing body members and administration team members, complements and reflects the unique role the hospitals fulfill within The Ohio State University.

PHILOSOPHY OF PATIENT CARE SERVICES

In collaboration with the community, the Hospitals will provide innovative, personalized, and person centered care through:

- a) A mission statement that outlines the synergistic relationship between patient care, research, and education;
- b) Long-range strategic planning with medical center leadership to determine the services to be provided; including, but not limited to essential services as well as special areas of concentration;
- c) Establishing annual goals and objectives consistent with the mission, which are based on a collaborative assessment of needs;
- d) Planning and design conducted by medical center leadership, which involves the potential communities to be served;
- e) Provision of services that are appropriate to the scope and level required by the patients to be served based on assessment of need;
- f) Ongoing evaluation of services provided through formalized processes; e.g., performance assessment and improvement activities, budgeting and staffing plans;
- g) Integration of services through the following mechanisms: continuous quality improvement teams; clinical interdisciplinary quality programs; performance assessment and improvement activities; communications through management team meetings, administrative staff meetings, special forums, and leadership and employee education/development;
- h) Maintaining competent patient care leadership and staff by providing education designed to meet identified needs;

- i) Respect for each patient's rights and decisions as an essential component in the planning and provision of care; and,
- j) Staff member behaviors that reflect a philosophical foundation based on the values of The Ohio State University Wexner Medical Center.

THE HOSPITAL LEADERSHIP

The Hospital leadership is defined as the governing board, CEO/Executive Vice President, administrative staff, physicians and nurses in appointed or elected leadership positions. The Hospital leadership is responsible for the framework of planning health care services provided by the organization based on the hospital's mission and for developing and implementing an effective planning process that allows for defining timely and clear goals.

The planning process includes a collaborative assessment of our customer and community needs, defining a long range strategic plan, developing operational plans, establishing annual operating budgets and monitoring compliance, establishing annual capital budgets, monitoring and establishing resource allocation and policies, and ongoing evaluation of the plans' implementation and success. The planning process addresses both patient care functions (e.g. patient rights, patient assessment, patient care, patient and family education, coordination of care, and discharge planning) and organizational support functions (e.g. information management, human resource management, infection control, quality and safety, the environment of care, and the improvement of organizational performance).

The Hospital leadership works collaboratively with all operational and clinical managers and leaders to ensure integration in the planning, evaluation, and communication processes within and between departments to enhance patient care services and support. This occurs informally on a daily basis and formally via interdisciplinary leadership meetings. The leadership involves department heads in evaluating, planning and recommending annual budget expenses and capital objectives, based on the expected resource needs of their departments. Department leaders are held accountable for managing and justifying their budgets and resource utilization. This includes, but is not limited to identifying, investigating and budgeting for new technologies and resources which are expected to improve the delivery of patient care and services.

Other leadership responsibilities include:

- a) Communication of the organization's mission, vision, goals, objectives and strategic plans across the organization;
- b) Ensuring appropriate and competent direction, management and leadership of all services and/or departments;
- c) Collaborating with community leaders and organizations to ensure services are designed to be appropriate for the scope and level of care required by the patients and communities served;
- d) Supporting the patient's continuum of care by integrating systems and services to improve efficiencies and care from the patient's viewpoint and diversity, equity and inclusion;
- e) Ensuring staffing resources are available to appropriately and effectively meet the needs of the patients served and to provide a comparable level of care to patients in all areas where patient care is provided;
- f) Ensuring the provision of a uniform standard of patient care throughout the organization;
- g) Providing appropriate job enrichment, employee development and continuing education opportunities which serve to promote retention of staff and to foster excellence in care delivery and support services;
- h) Establishing standards of care that all patients can expect and which can be monitored through the hospital's quality assurance and performance improvement (QAPI) process;

- i) Approving the organizational plan to prioritize areas for improvement, developing mechanisms to provide appropriate follow up actions and/or reprioritizing in response to untoward and unexpected events;
- j) Implementing an effective and continuous program to improve patient safety;
- k) Appointing appropriate committees, task forces, and other forums to ensure interdepartmental collaboration on issues of mutual concerns and requiring interdisciplinary input; and,
- l) Supporting patient rights and ethical considerations.

ROLE OF THE CHIEF NURSING OFFICER

The Chief Nursing Officer is responsible for the practice of nursing by ensuring consistency in the standard of nursing practice across the clinical settings. The CNO supports and facilitates an interdisciplinary team approach to the overall delivery of care to patients, families, and the community. This includes creating an environment in which collaboration is valued and excellence in clinical care, education, and research is promoted and achieved. The CNO leads quality, safety, and innovation initiatives in partnership with the Hospital Executive Directors.

The CNO is responsible for developing and driving the nursing strategic plan to deliver excellent patient care. The role will include responsibility for nursing performance improvement, program management, business operations, budgets, resource utilization, financial stewardship and maintenance of the professional contracts with the Ohio State University Nursing Organization and the International Association of Machinists and Aerospace Workers. The CNO ensures the vision, strategic direction, and the advancement of the profession of nursing at OSUWMC.

ROLE OF THE ASSOCIATE CHIEF NURSING OFFICER

The Associate Chief Nursing Officer (ACNO) is a member of the Nursing Executive Leadership team. The ACNO works collaboratively with both the CNO and Executive Director of their business entities. The ACNO has the authority and responsibility for directing the activities related to the provision of nursing care in those departments defined as providing nursing care to patients.

The ACNO is responsible to plan, develop, implement, and oversee programs and projects designed to evaluate and improve clinical quality, safety, resource utilization and operations in all areas staffed by nurses. The role includes implementation of patient care services strategies to support efficiency, clinical effectiveness, clinical operations and quality improvement with interdisciplinary team members. The ACNO works with teams to develop projects, programs and implement system changes that promote care coordination across the health care continuum.

FUNCTIONS OF NURSING LEADERSHIP

The Chief Nursing Officer and ACNOs ensure the following functions are addressed:

- a) Evaluating patient care programs, policies, and procedures describing how patients' nursing care needs are assessed, evaluated and met throughout the organization;
- b) Developing and implementing the plan for the provision of patient care through evidence-based practice and nursing research;
- c) Participating with leaders from the governing body, management, medical staff and clinical areas in organizational decision-making, strategic planning and in planning and conducting performance improvement activities throughout the organization;
- d) Implementing an effective, ongoing program to assess, measure and improve the quality of nursing care delivered to patients; developing, approving, and implementing standards of nursing practice,

- standards of patient care, and patient care policies and procedures that include current research/ literature findings that are evidence based;
- e) Participating with organizational leaders to ensure that resources are allocated to provide a sufficient number of qualified nursing staff to provide patient care;
 - f) Ensuring that nursing services are available to patients on a continuous, timely basis.

DEFINITION OF PATIENT SERVICES, PATIENT CARE AND PATIENT SUPPORT

Patient Services are limited to those departments that have direct contact with patients. Patient services occur through organized and systematic throughput processes designed to ensure the delivery of appropriate, safe, effective and timely care and treatment. The patient throughput process includes those activities designed to coordinate patient care before admission, during the admission process, in the hospital, before discharge and at discharge. This process includes:

- *Access in:* emergency process, admission decision, transfer or admission process, registration and information gathering, placement;
- *Treatment and evaluation:* full scope of services; and,
- *Access out:* discharge decision, patient/family teaching and counseling, arrangements for continuing care and discharge.

Patient Care encompasses the recognition of disease and health, patient teaching, patient advocacy, spirituality and research. The full scope of patient care is provided by professionals who are charged with the additional functions of patient assessment and planning patient care based on findings from the assessment. Providing patient services and the delivery of patient care requires specialized knowledge, judgment, and skill derived from the principles of biological, chemical, physical, behavioral, psychosocial and medical sciences. As such, patient care and services are planned, coordinated, provided, delegated, and supervised by professional health care providers who recognize the unique physical, emotional and spiritual (body, mind and spirit) needs of each person. Under the auspices of the Hospitals, medical staff, registered nurses and allied health care professionals function collaboratively as part of an interdisciplinary, personalized patient-focused care team to achieve positive patient outcomes.

Competency for patient caregivers is determined in orientation and at least annually through performance evaluations and other department specific assessment processes. Credentialed providers direct all medical aspects of patient care as delineated through the clinical privileging process and in accordance with the Medical Staff By-Laws. Registered nurses support the medical aspect of care by directing, coordinating, and providing nursing care consistent with statutory requirements and according to American Nurses Association Nursing Scope and Standards of Practice book as well as hospital-wide policies and procedures. Allied health care professionals provide patient care and services in keeping with their licensure requirements and in collaboration with physicians and registered nurses. Unlicensed staff may provide aspects of patient care or services at the direction of and under the supervision of licensed professionals.

Nursing Care (nursing practice) is defined as competently providing all aspects of the nursing process in accordance with Chapter 4723 of the Ohio Revised Code (ORC), which is the law regulating the Practice of Nursing in Ohio. The law gives the Ohio Board of Nursing the authority to establish and enforce the requirements for licensure of nurses in Ohio. This law also defines the practice of both registered nurses and licensed practical nurses. All of the activities listed in the definitions, including the supervision of nursing care, constitute the practice of nursing and therefore require the nurse to have a current valid license to practice nursing in Ohio.

Patient Support is provided by a variety of individuals and departments which might not have direct contact with patients, but which support the integration and continuity of care provided throughout the continuum of care by the hands-on care providers.

SCOPE OF SERVICES / STAFFING PLANS

Each patient care service department has a defined scope of service approved by the hospital's administration and medical staff, as appropriate. The scope of service includes:

- the types and age ranges of patients served;
- methods used to assess and meet patient care needs (includes services most frequently provided such as procedures, etc.);
- the scope and complexity of patient care needs (such as most frequent diagnosis);
- support services provided directly or through referral contact;
- the extent to which the level of care or service meets patient need (hours of operation if other than 24 hours a day/7days a week and method used for ensuring hours of operation meet the needs of the patients to be served with regard to availability and timeliness);
- the availability of necessary staff (staffing plans) and;
- recognized standards or practice guidelines, when available (the complex or high level technical skills that might be expected of the care providers).

Additional operational details and staffing plans may also be found in department policies, procedures and operational/performance improvement plans.

Staffing plans for patient care service departments are developed based on the level and scope of care provided, the frequency of the care to be provided, and a determination of the level of staff that can most appropriately (competently and confidently) provide the type of care needed. Nursing units are staffed to accommodate a projected average daily patient census. Unit management (including nurse manager and/or charge nurse) reviews patient demands to plan for adequate staffing. Staffing can be increased or decreased to meet patient needs. When the number of patients is high or the need is great, float staff assist in providing care. When staff availability is projected to be low, the unit manager and director may request temporary agency nurses. The Ohio State University Wexner Medical Center follows the Staffing Guidelines set by the American Nurses Association. In addition, we utilize staffing recommendations from various specialty nursing organizations, including: ENA, ANCC, AACN, AORN, ASPN, NDNQI, AWHONN, and others.

The Administrative Team, in conjunction with the budget and performance measurement process, reviews all patient care areas staffing and monitors ongoing regulatory requirements. Each department staffing plan is formally reviewed during the budget cycle and takes into consideration workload measures, utilization review, employee turnover, performance assessment, improvement activities, and changes in customer needs/expectations. A variety of workload measurement tools may be utilized to help assess the effectiveness of staffing plans.

STANDARDS OF CARE

Patients of the Hospitals can expect that:

- 1) Staff will do the correct procedures, treatments, interventions, and care following the policies, procedures, and protocols that have been established. Efficacy and appropriateness of procedures, treatment, interventions and care provided will be demonstrated based on patient assessments/reassessments, standard practice, and with respect for patient's rights and confidentiality.
- 2) Staff will provide a uniform standard of care and services throughout the organization.
- 3) Staff will design, implement and evaluate systems and services for care delivery (assessments, procedures, treatments, interventions) which are consistent with a personalized health care focus and which will be delivered:

- a. With compassion, courtesy, respect and dignity for each individual without bias using a patient centered approach;
- b. In a manner that best meets the individualized needs of the patient;
- c. Coordinated through interdisciplinary collaboration, to ensure continuity and seamless delivery of care to the greatest extent possible; and,
- d. In a manner that maximizes the efficient use of financial and human resources, streamlines processes, decentralizes services, enhances communication, supports technological advancements and maintains patient safety.

Patient Assessment:

Individual patient care requirements are determined by assessments (and reassessments) performed by qualified health professionals. Each service within the organization providing patient care has defined the scope of assessment provided. This assessment (and reassessment) of patient care needs continues throughout the patient's contact with the hospital.

Coordination of Care:

Patients are identified who require discharge planning to facilitate continuity of medical care, social determinant needs, and/or other care to meet identified needs. Discharge planning is timely, is addressed at a minimum during initial assessment as well as during discharge planning processes and can be initiated by any member of the interdisciplinary team. Case Managers coordinate patient care between multiple delivery sites and multiple caregivers; collaborate with physicians and other members of the care team to assure appropriate treatment plan and discharge care.

STANDARDS OF COMPETENT PERFORMANCE/STAFF EDUCATION

All employees receive an orientation consistent with the scope of responsibilities defined by their job description and the patient population to whom they are assigned to provide care. Ongoing education (such as in-services) is provided within each department. In addition, the Educational Development and Resource Department provides annual mandatory education and provides appropriate staff education associated with performance improvement initiatives and regulatory requirements. Performance appraisals are conducted at least annually between employees and managers to review areas of strength and to identify skills and expectations that require further development.

CARE DELIVERY MODEL

The care delivery model is guided by the following goals:

- The patient and family will experience the benefits of the AACN Synergy model for patient care. This model is driven by the core concept that the patient and family needs influence the competencies and characteristics of the nursing care provided. The benefits include enhanced quality of care, improved service, appropriate length of hospitalization and minimized cost.
- Hospital employees will demonstrate values and behaviors consistent with the OSUWMC Buckeye Spirit set of core values. The philosophical foundation reflects a culture of inclusiveness, sincerity, determination, ownership, empathy and innovation.
- Effective communication will impact patient care by ensuring timeliness of services, utilizing staff resources appropriately, and maximizing the patient's involvement in his/her own plan of care.
- Configuring departmental and physician services to accommodate the care needs of the patient in a timely manner will maximize quality of patient care and patient satisfaction.
- The Synergy professional nursing practice model is a framework which reflects our underlying philosophy and vision of providing care to patients based on their unique needs and characteristics. Aspects of the professional model support:

- (1) matching nurses with specific skills to patients with specific needs to ensure “safe passage” to achieve the optimal outcome of their hospital stay;
 - (2) the ability of the nurse to establish and maintain a therapeutic relationship with their patients;
 - (3) the presence of an interdisciplinary team approach to patient care delivery. The knowledge and expertise of all caregivers is utilized to restore a patient to the optimal level of wellness based on the patient's definition;
 - (4) physicians, nurses, pharmacists, respiratory therapists, case managers, dietitians and many other disciplines collaborate and provide input to patient care.
- The patient and family will be involved in establishing the plan of care to ensure services that accommodate their needs, goals and requests.
 - Streamlining the documentation process will enhance patient care.

PATIENT RIGHTS AND ORGANIZATIONAL ETHICS

Patient Rights

In order to promote effective and compassionate care, the Hospitals' systems, policies, and programs are designed to reflect an overall concern and commitment to each person's dignity. All Hospital employees, physicians and staff have an ethical obligation to respect and support the rights of every patient in all interactions. It is the responsibility of all employees, physicians and staff of the Hospitals to support the efforts of the health care team, while ensuring that the patient's rights are respected. Each patient (and/or family member as appropriate) is provided a list of patient rights and responsibilities upon admission and copies of this list are posted in conspicuous places throughout the Hospitals.

Organizational Ethics

The Hospitals have an ethics policy established in recognition of the organization's responsibility to patients, staff, physicians and the community served. General principles that guide behavior are:

- Services and capabilities offered meet identified patient and community needs and are fairly and accurately represented to the public.
- Adherence to a uniform standard of care throughout the organization, providing services only to those patients for whom we can safely care for within this organization. The Hospitals do not discriminate based age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status or any other basis under the law.
- Patients will be billed only for care and services provided.

Biomedical Ethics

A biomedical ethical issue arises when there is uncertainty or disagreement regarding medical decisions, involving moral, social, or economic situations that impact human life. A mechanism is in place to provide consultation in the area of biomedical ethics in order to:

- improve patient care and ensure patient safety;
- clarify any uncertainties regarding medical decisions;
- explore the values and principles underlying disagreements;
- facilitate communication between the attending physician, the patient, members of the treatment team and the patient's family (as appropriate); and,
- mediate and resolve disagreements.

INTEGRATION OF PATIENT CARE, ANCILLARY AND SUPPORT SERVICES

The importance of a collaborative interdisciplinary team approach, which takes into account the unique knowledge, judgment and skills of a variety of disciplines in achieving desired patient outcomes, serves as a foundation for integration. See Appendix A for a listing of ancillary and support services.

Open lines of communication exist between all departments providing patient care, patient services and support services within the hospitals, and as appropriate with community agencies to ensure efficient, effective and continuous patient care. Functional relationships between departments are evidenced by cross-departmental Performance Improvement initiatives as well as the development of policies, procedures, protocols, and clinical pathways and algorithms.

To facilitate effective interdepartmental relationships, problem solving is encouraged at the level closest to the problem at hand. Staff is receptive to addressing one another's issues and concerns and work to achieve mutually acceptable solutions. Supervisors and managers have the responsibility and authority to mutually solve problems and seek solutions within their spans of control; positive interdepartmental communications are strongly encouraged. Employees from departments providing patient care services maintain open communication channels and forums with one another, as well as with service support departments to ensure continuity of patient care, maintenance of a safe patient environment and positive outcomes.

CONSULTATIONS AND REFERRALS FOR PATIENT SERVICES

The Hospitals provide services as identified in the Hospital Plan for Providing Patient Care to meet the needs of our community. Patients whose assessed needs require services not offered are transferred to the member hospitals of The Ohio State University Wexner Medical Center or another quality facility (e.g., Nationwide Children's Hospital) in a timely manner after stabilization. Safe transportation is provided by air or ground ambulance with staff and equipment appropriate to the required level of care. Physician consultation occurs prior to transfer to ensure continuity of care. Referrals for outpatient care occur based on patient need.

INFORMATION MANAGEMENT PLAN

The overall goal for information management is to support the mission of The Ohio State University Wexner Medical Center. Specific information management goals related to patient care include:

- Develop and maintain an integrated information and communication network linking research, academic and clinical activities.
- Develop computer-based patient records with integrated clinical management and decision support.
- Support administrative and business functions with information technologies that enable improved quality of services, cost effectiveness, and flexibility.
- Build an information infrastructure that supports the continuous improvement initiatives of the organization.
- Ensure the integrity and security of the Hospital's information resources and protect patient confidentiality.

PATIENT CARE ORGANIZATIONAL IMPROVEMENT ACTIVITIES

All departments are responsible for following the Hospitals' Quality Assurance and Performance Improvement (QAPI) plan. Departments utilize the QAPI plan and cascade the hospital's goals to service line quality plans to ensure proper alignment to support the overall hospital quality goals.

PLAN REVIEW

The Hospital Plan for Providing Patient Care will be reviewed regularly by the Hospitals' leadership to ensure the plan is adequate, current and that the Hospitals are in compliance with the plan. Interim adjustments to the overall plan are made to accommodate changes in patient population, redesign of the care delivery systems or processes that affect the delivery, level or amount of patient care required.

Appendix A: Scope of Services: Patient Ancillary and Support Services

Other hospital services that support the comfort and safety of patients are coordinated and provided in a manner that ensures direct patient care and services are maintained in an uninterrupted, efficient, and continuous manner. These support and ancillary services will be fully integrated with the patient care departments of the Hospitals:

DEPARTMENT	SERVICE
ACCREDITATION AND POLICY	Accreditation provides support and guidance to the organization to monitor compliance with regulatory bodies. Develops and implements processes and policies for the organization to improve efficiencies and to help report findings to leadership and outside entities.
BEHAVIORAL EMERGENCY RESPONSE TEAM (BERT)	Expert team that provides innovative and quality care to patients with complex behavioral symptoms while working collaboratively with staff through consultation, education, and early intervention
CARDIAC PROCEDURAL	Cardiac procedural areas include both cardiac catheterization and electrophysiology. Procedures may be diagnostic or interventional.
CARDIOVASCULAR IMAGING SERVICES	Diagnostic and therapeutic procedures in cardiac MR/CT, Nuclear Medicine, Echocardiography, Vascular Imaging Stress Test. Cardiovascular Imaging Services can be provided at inpatient, outpatient, and emergency locations.
CARE MANAGEMENT	As part of the health care team, provides personalized care coordination and resource management with patients and families.
CENTRAL STERILE SUPPLY (CSS)	Responsible for supporting all instrument cleaning and sterilization needs across the organization. In addition, CSS is responsible for providing case carts to the operating rooms which contain all of the instrumentation and disposable supply needs for each surgical case.
CHAPLAINCY AND CLINICAL PASTORAL EDUCATION	Assists patients, their families and hospital personnel in meeting spiritual needs through professional pastoral and spiritual care and education.
CLINICAL ENGINEERING	Routine equipment evaluation, maintenance, and repair of electronic equipment owned or used by the hospital; evaluation of patient owned equipment.
CLINICAL INFORMATICS	A subset of IT services that focuses on appropriately integrating the clinical care provided to the patient into the Electronic Health Record (EHR) through the specialized knowledge of clinical care and informatics. Additionally, direct work with the clinicians occurs through this team to ensure the EHR is adopted and aligns with the clinical work occurring in the organization and provides an accurate depiction of the patients' clinical course while being cared for in the organization.
CLINICAL LABORATORY	Responsible for pre-analytic, analytic and post-analytic functions on clinical specimens in order to obtain information about the health of a patient as pertaining to the diagnosis, treatment, and prevention of disease; assisting care providers with clinical information related to patient care, education, and research.
COMMUNICATIONS AND MARKETING	Responsible for developing strategies and programs to promote the organization's overall image and specific products and services to targeted internal and external audiences. Handles all media relations, advertising, internal communications, special events and publications.
DECEDENT AFFAIRS	Provide support to families of patients who died & assist them with completing required disposition decisions. Ensure notification of the CMS designated Organ Procurement Agency (OPO) – Lifeline of Ohio (Lifeline). Promote & facilitate organ/eye/tissue donation by serving as the OSU hospital Lifeline Liaison. Analyze data provided by Lifeline regarding organ/tissue/eye donation.

DEPARTMENT	SERVICE
DIAGNOSTIC TRANSPORTATION	Provision of on-site transportation services for patients requiring diagnostic, operative or other ancillary services.
DIALYSIS	Dialysis is provided for inpatients of the medical center within a dedicated unit unless the patient cannot be moved. In those instances, bedside dialysis will be administered.
EARLY RESPONSE TEAM (ERT)	Provides timely diagnostic and therapeutic intervention before there is a cardiac or respiratory arrest or an unplanned transfer to the Intensive Care Unit. Consists of a Critical Care RN and Respiratory Therapist who are trained to help patient care staff when there are signs that a patient's health is declining.
EDUCATION, DEVELOPMENT & RESOURCES	Provides and promotes ongoing development and training experiences to all member of the OSUWMC community; provides staff enrichment programs, organizational development, leadership development, orientation and training, skills training, continuing education, competency assessment and development, literacy programs and student affiliations.
ENDOSCOPY	Provides services to patients requiring a nonsurgical review of their digestive system.
ENVIRONMENTAL SERVICES	Provides routine housekeeping and quality monitoring of such. Additional services upon request: extermination, wall cleaning, etc.
EPIDEMIOLOGY	Enhance the quality of patient care and the work environment by minimizing the risk of acquiring infection within the hospital setting.
FACILITIES OPERATIONS	Provide oversight, maintenance and repair of the building's life safety, fire safety, and utility systems. Provide preventative, repair and routine maintenance in all areas of all buildings serving patients, guests, and staff. This would include items such as electrical, heating and ventilation, plumbing, and other such items. Also providing maintenance and repair to basic building components such as walls, floors, roofs, and building envelope. Additional services available upon request.
FISCAL SERVICES	Works with departments/units to prepare capital and operational budgets. Monitors and reports on financial performance monthly.
HUMAN RESOURCES	Serves as a liaison for managers regarding all Human Resources information and services; assists departments with restructuring efforts; provides proactive strategies for managing planned change within the Health System; assists with Employee/Labor Relations issues; assists with performance management process; develops compensation strategies; develops hiring strategies and coordinates process for placements; provides strategies to facilitate sensitivity to issues of cultural diversity; provides HR information to employees, and establishes equity for payroll.
INFORMATION SYSTEMS	Work as a team assisting departments to explore, deploy and integrate reliable, state of the art Information Systems technology solutions to assist in the provision and documentation of care and services and to manage change of such systems.
MATERIALS MANAGEMENT	Routinely stocks supplies in patient care areas, distributes linen. Sterile Central Supply, Storeroom - upon request, distributes supplies/equipment not stocked on units.
MEDICAL INFORMATION MANAGEMENT	Maintains patient records serving the needs of the patient, provider, institution, and various third parties to health care.
NUTRITION SERVICES	Provides nutrition care and food service for Medical Center patients, staff, students, and visitors. Clinical nutrition assessment, care plan development, and consultation are available in both inpatient and outpatient settings. The Department provides food service to inpatients and selected outpatient settings in addition to operating a variety of retail café locations and acts as a liaison for vending and sub-contracted food services providers. Serve as dietetic education preceptors.
PATIENT ACCESS SERVICES	Coordinates registration/admissions with nursing management.

DEPARTMENT	SERVICE
PATIENT EXPERIENCE	Develops programs for support of patient relations and customer service, and includes front-line services such as information desks.
PATIENT FINANCIAL SERVICES	Provides financial assistance upon request from patient/family. Also responsible for posting payments from patients and insurance companies among others to a patient's bill for services.
PATIENT FLOW DEPARTMENT	Monitors and supports all admissions, discharges, and transfers across OSUWMC. Ensures timely, safe, and individualized access to all patients and families through collaboration with the healthcare team.
PERIOPERATIVE SERVICES	Perioperative Services include preoperative, intraoperative and postoperative care.
PHARMACY	Provides comprehensive pharmaceutical care through operational and clinical services. Responsible for medication distribution via central and satellite pharmacies, as well as 797 compliant IV compounding room and automated dispensing cabinets. Some of the many clinical services include pharmacokinetic monitoring, renal and hepatic dose adjustments, and patient education. Specialist pharmacists also round with patient care teams to optimize medication regimens and serve as the team's primary medication information resource.
QUALITY AND OPERATIONS IMPROVEMENT	Provides an integrated quality management program and facilitates continuous quality improvement efforts throughout the medical center.
RADIOLOGIC SERVICES	Diagnostic and therapeutic procedures in MR, CT, X-ray, Fluoroscopy, Interventional Radiology, Ultrasonography. Radiologic Services can be provided at inpatient, outpatient, and emergency locations.
RESPIRATORY THERAPY	Provide all types of respiratory therapeutic interventions and diagnostic testing, by physician order, mainly to critically ill adults and neonates, requiring some type of ventilator support, bronchodilator therapy, or pulmonary hygiene, due to chronic lung disease, multiple trauma, pneumonia, surgical intervention, or prematurity. Provides pulmonary function testing and diagnostic inpatient and outpatient testing to assess the functional status of the respiratory system. Bronchoscopy and other diagnostic/interventional pulmonology procedures are performed to diagnose and/or treat abnormalities that exist in the airways, lung parenchyma or pleural space.
REHABILITATION SERVICES	Physical therapists, occupational therapists, speech and language pathologists, and recreational therapists evaluate and develop a plan of care and provide treatment based on the physician's referral. The professional works with each patient/family/caregiver, along with the interdisciplinary medical team, to identify and provide the appropriate therapy/treatment and education needed for the established discharge plan and facilitates safe and timely movement through the continuum of care.
RISK MANAGEMENT	Protect resources of the hospital by performing the duties of loss prevention and claims management. Programs include: Risk Identification, Risk Analysis, Risk Control, Risk Financing, Claims Management and Medical-Legal Consultation.
SAFETY and EMERGENCY PREPAREDNESS	Manages programs related to general safety, life safety and emergency preparedness. Maintains compliance with regulatory agencies including, The Joint Commission, Centers for Medicare and Medicaid Services, Ohio Department of Health, State Fire Marshal, Environmental Protection Agency and other authorities having jurisdiction over hospital operations.
SECURITY	Provides a safe and secure environment for patients, visitors, and staff members by responding to all emergencies such as workplace violence, fires, bomb threats, visitor/staff/patient falls, Code Blues (cardiac arrests) in public places, internal and external disasters, armed aggressors, or any other incident that needs an emergency response.

DEPARTMENT	SERVICE
SOCIAL WORK SERVICES	Social Work services are provided to patients/families to meet their medically related social and emotional needs as they impact on their medical condition, treatment, recovery and safe transition from one care environment to another. Social workers provide psychosocial assessment and intervention, crisis intervention, financial counseling, discharge planning, health education, provision of material resources and linkage with community agencies. Consults can be requested by members of the treatment team, patients or family members.
VOLUNTEER SERVICES	Volunteer Services credential and place volunteers to fill departmental requests. Volunteers serve in wayfinding, host visitors in waiting areas, serve as patient / family advisors, and assist staff.
WOUND CARE	Wound Care includes diagnosis and management for skin impairments.

APPROVAL OF THE PLAN FOR PATIENT CARE SERVICES

THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER
ARTHUR G. JAMES CANCER HOSPITAL AND
RICHARD J. SOLOVE RESEARCH INSTITUTE

Synopsis: Approval of the annual review of the plan for patient care services for the Ohio State Comprehensive Cancer Center — James Cancer Hospital and Solove Research Institute, is proposed.

WHEREAS the mission of The James is to eradicate cancer from individuals' lives by generating knowledge and integrating groundbreaking research with excellence in education and patient-centered care; and

WHEREAS The James plan for patient care services describes the integration of clinical departments and personnel who provide care and services to patients at The James; and

WHEREAS the annual review of the plan for patient care services was approved by The James Medical Staff Administrative Committee on May 15, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the plan for patient care services:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the plan for patient care services for The James as outlined in the attached Plan for Patient Care Services.



Approvals: MSAC: 05/15/2026 QPAC: Wexner Medical Center Board:

Title: Arthur G. James Cancer Hospital and Richard J. Solove Research Institute Plan for Patient Care Services

The Plan for Providing Patient Care Services is described herein. The Plan is based on the mission, vision, values, and goals. The plan encompasses both inpatient and outpatient services delivered by the teams who provide comprehensive care, treatment, and services to patients with cancer diagnoses and their loved ones. The plan encompasses both inpatient and outpatient services of the hospital.

The Mission, Vision, and Values:

Mission: To eradicate cancer from individuals' lives by creating knowledge and integrating ground-breaking research with excellence in education and patient-centered care.

Vision: Create a cancer-free world, every person, every discovery, every time.

Values: World class, empowered, compassionate, accountable, respectful, and expert.

At The James, no cancer is routine. Our researchers and oncologists study the unique genetic makeup of each patient's cancer, understand what drives it to develop, and then deliver the most advanced and targeted treatment for the individual patient. The James' patient centered, and relationship-based care is enhanced by our teaching and research programs. Our mission, and staff are dedicated to fulfillment and success and distinguishes The Arthur G. James Cancer Hospital and Richard J. Solove Research Institute as one of the nation's premier comprehensive cancer centers.

Philosophy of Patient Care Services

The James Cancer Hospital and Richard J. Solove Research Institute, in collaboration with the community, provides innovative and patient-focused multi-disciplinary cancer care through:

- Maintaining a mission which outlines the synergistic relationship between patient care, research, and teaching.
- Developing a long-range strategic plan with input from hospital leaders to determine the services and levels of care to be provided.
- Establishing annual goals and objectives consistent with the hospital mission

and strategic plan, which are based on a collaborative assessment of patient/family and community needs.

- Planning and designing from the hospital leadership, involving the communities served.
- Providing individualized care, treatment, and services appropriate to the scope and level required by each patient based on professional assessments of need.
- Evaluating ongoing services provided through formalized processes such as: performance assessment and improvement activities, budgeting, and staffing plans.
- Integrating services through the following mechanisms: continuous quality improvement teams; clinical interdisciplinary quality programs; communications through management and operations meetings, Division of Nursing shared governance structure, Medical Staff Administrative Committee, administrative staff meetings, participation in Ohio State University Wexner Medical Center (OSUWMC) governance structures, special forums, leadership and employee education and professional/development.
- Maintaining competent patient care leadership and staff by providing education designed to meet identified needs.
- Respecting each patient's rights and their decisions as an essential component in the planning and provision of care.
- Assuring every staff member demonstrates behaviors which reflect the philosophical foundation based on the values of The James Cancer Hospital and Solove Research Institute.

Hospital Leadership

The hospital leadership is defined as the governing Board of Trustees, the University President, Executive Vice President/Chief Executive Officer, administrative staff, faculty, physicians, nurses, clinical, and operational leaders in both appointed and elected positions. This leadership team is responsible for establishing a framework for planning health care services provided by the organization, guided by the hospital's mission and strategic planning. These responsibilities include developing and implementing a planning process that defines clear, timely, and measurable goals.

The planning process also includes an assessment of our customer and community needs. This process begins with:

- Developing a long-range strategic plan.
- Developing annual operational plans.
- Establishing annual operating and capital budgets, and monitoring compliance.
- Establishing resource allocations and policies.
- Ongoing evaluation of every plan's implementation and ongoing success.

The planning process addresses both patient care functions (patient: rights, assessment, care, safety, patient and family education, coordination of care, and discharge planning) and organizational support functions (information management, human resource management, infection control, quality, the environment of care, and the improvement of organization performance).

The hospital leadership team collaborates closely with all operational leaders to ensure integration of planning, evaluation, and communication processes within and between departments, to enhance patient care services and support. Collaboration occurs on an informal, daily basis, as well as formally through multi-disciplinary leadership meetings. The leadership team works with each department manager to evaluate, plan, and recommend annual budget expenses and capital objectives, based on the expected resource needs of the department. Department leaders are accountable for managing, justifying their budgets and resource utilization. This includes, but is not limited to identifying, investigating, and budgeting for modern technologies, and resources that are expected to improve the delivery of patient care and services.

Other leadership responsibilities include but are not limited to:

- Communicating the organization's mission, vision, goals, objectives, and strategic plans across the organization.
- Ensuring appropriate, competent management and leadership of all services and/or departments.
- Collaborating with community leaders and organizations to ensure services are designed to be appropriate for the scope and level of care required by the patients and communities served.
- Supporting the continuum of care by integrating systems and services to improve efficiency and care from a patient's viewpoint.
- Ensuring consistent patient care standards across the continuum of care in alignment with professional practices and organizational policies and procedures. Providing job enrichment, professional development, and continuing education opportunities that support staff retention and excellence in care and service delivery. Establishing standards of care for all patients, and which can be monitored through the hospital's performance assessment and improvement plan.
- Approving the organizational plan to prioritize improvement initiatives and establishing mechanisms to provide appropriate follow-up actions or reprioritizing in response to anticipated events.
- Implementing effective and continuously monitored programs to improve patient safety.
- Appointing appropriate committees, task forces, and other forums to ensure interdepartmental collaboration on issues of mutual concerns and requiring interdisciplinary input.
- Supporting patient rights and ethical considerations.
- Support of evidence-based practice (EBP) to drive patient care decision-making.

Role of the Chief Nursing Officer

The Chief Nursing Officer is a member of the Executive Leadership Team and possesses the authority and responsibility for direct activities related to the provision of care, treatment and services within departments designated as providing care to patients.

The Chief Nursing Officer (CNO) ensures the following functions are addressed:

- Implementing standards of nursing practice, standards of patient care, patient care policies, and procedures that include current research and evidence-based practice.
- Supports and facilitates a multi-disciplinary team approach to the overall delivery of care to patients, families, and the community.
- Promotes relationship-based care (RBC), leads to quality, safety, and innovation initiatives in partnership with the Chief Executive Officer.
- Responsible for driving nursing strategic plan to deliver excellent patient care.
- Responsible for nursing performance improvement, program management, business operations, budgets, resource, utilization, and maintenance of the professional contract with the Ohio State University Nursing Organization (OSUNO).

Definition of Patient Services, Patient Care, Nursing Care, and Patient Support

Patient Services

Defined as those departments and care providers with direct contact with patients. These services occur through organized and systematic throughput processes designed to ensure the delivery of appropriate, safe, effective, and timely care and treatment. The patient through-put process includes those activities designed to coordinate patient care before admission, during the admission process, in the hospital, in the ambulatory exam or treatment clinics before discharge and at discharge. This process includes:

- Emergency process, admission decision, transfer or admission process, registration and information gathering, placement in the appropriate care areas.
- Treatment and evaluation: full scope of service from the care service department.
- Discharge decisions, patient/family education, counseling, arrangements for continuing care, and discharge.

Patient Care:

Encompasses the recognition of disease, health, and patient education, which allows the patient to participate in their care, advocacy, and spirituality. The full scope of patient care is provided by professionals who perform the functions of assessing, planning patient care based on information gathered from the assessment, as well as past medical history, social history, and other pertinent findings. Patient care and

services are planned, coordinated, provided, delegated, and supervised by professional health care providers who recognize the unique physical, emotional, and spiritual (body, mind, and spirit) needs of each person. Under the auspices of the hospital, medical staff, registered nurses, and allied health professionals function collaboratively as part of an interdisciplinary, patient- focused care team to achieve positive patient outcomes and personalized care.

Competency is determined during the initial orientation period and at least annually through performance evaluations and other department specific assessment processes. Physicians direct all aspects of a patient's medical care as delineated through the clinical privileging process and in accordance with the Medical Staff By-Laws ([James Medical Staff Bylaws](#)). Registered Nurses support the medical aspect of care by assessing, directing, coordinating, providing nursing care consistent with statutory requirements, according to the organization's Nursing Standards of Practice and hospital-wide policies and procedures. Allied health professionals provide patient care and services within their licensure requirements and in collaboration with physicians and registered nurses. Unlicensed staff may provide aspects of patient care or services at the direction of and under the supervision of licensed professionals.

Nursing Care and Practice:

Defined as providing all aspects of the nursing process in accordance with Chapter 4723 of the Ohio Revised Code (ORC), which is the law regulating the Practice of Nursing in Ohio. This law gives the Ohio Board of Nursing the authority to establish and enforce the requirements for licensure of nurses in Ohio. This law defines the practice of both registered nurses and licensed practical nurses. All activities listed in the definitions, including the supervision of nursing care, constitute the practice of nursing and therefore require the nurse to have a current valid license to practice nursing in Ohio.

Patient Support:

Provided by individuals and departments which may not have direct contact with patients, but which support the integration and continuity of care provided throughout the continuum of care by the direct care providers.

Scope of Services and Staffing Plans

Each patient care service department has a defined scope of service approved annually by administration and medical staff, as appropriate. The scope of service includes:

- The type and age ranges of patients served.
- Methods used to assess and meet patient care needs (including services most frequently provided such as procedures, medication administration, surgery,

etc.).

- The scope and complexity of patient care needs.
- The appropriateness, clinical necessity, and timeliness of support services provided directly or through referral contact.
- The extent to which the level of care or service meets patient needs, hours of operation if other than 24 hours a day/7 days a week, and a method used to ensure hours of operation meet the needs of the patients to be served regarding availability and timeliness.
- The availability of necessary staff.
- Recognized standards or practice guidelines.

The James adheres to the Ohio Revised Code 3727.53 regarding written nursing services staffing plans, the American Nurses Association Principles for Nurse Staffing (3rd Edition, 2020), and The Joint Commission National Performance Goal 12 (2026). Additionally, we incorporate staffing recommendations from a range of specialty nursing organizations, including but not limited to the Emergency Nurses Association (ENA), American Nurses Credentialing Center (ANCC), American Association of Critical-Care Nurses (AACN), Association of perioperative Registered Nurses (AORN), American Society of Pediatric Nurses (ASPN), American Organization for Nursing Leadership (AONL), and Oncology Nursing Society (ONS).

Nursing units are staffed based on projected average daily census and patient acuity. A nurse leader evaluates both census and acuity multiple times within a 24-hour period. Staffing levels are adjusted as needed to meet patient care demands. During periods of increased patient volume or identified staffing needs within a unit, leadership may deploy appropriately trained staff through the nursing float pool and/or offer additional hours to unit nurses. When staffing shortages are anticipated due to vacancies or leaves of absence, the unit manager and director may request temporary agency nurses. Use of agency staff is a short-term measure and requires approval by the Chief Nursing Officer.

Unit management (including nurse manager, assistant nurse manager, charge nurse or the administrative nursing supervisor (ANS) provide 24/7 on-site oversight and review the demand for patient care to plan for adequate staffing.

Administrative leaders, in conjunction with budget and performance measurements, review staffing within all patient care areas and monitor ongoing regulatory requirements. Each department staffing plan is formally reviewed during the budget cycle and takes into consideration workload measures, utilization review, employee turnover, performance assessment, improvement activities, and changes in patient needs or expectations. A variety of workload measurement tools are utilized to help assess the effectiveness of the staffing plan.

Standards of Care

Individualized health care at The James is the integrated practice of medicine and support of patients based upon the individual's unique biology, behavior, and environment. It is envisioned that we will utilize gene-based information to understand each person's individual requirements for the maintenance of their health, prevention of disease, and therapy tailored to their genetic uniqueness. The direction of personalized health care is to be predictive and preventive.

Patients of The Arthur G. James Cancer Hospital and Richard J. Solove Research Institute can expect that:

- Hospital staff provide the correct procedures, treatments, interventions, and care. The efficacy and appropriateness of care will be demonstrated based on patient assessment and reassessments, evidence-based practices, and achievement of desired outcomes.
- Hospital leadership staff design, implement and evaluate care delivery systems and services which are consistently focused on patient-centered care that is delivered with compassion, respect, and dignity for everyone, without bias, and in a manner that best meets the individual needs of the patients and their support system.
- Staff provide a consistent standard of care and service throughout the organization.
- Patient care is coordinated through interdisciplinary collaboration to ensure continuity and seamless delivery of care to the greatest extent possible.
- Efficient use of finances, human resources, streamlined processes, enhanced communication, and supportive technological advancements all while focused on quality of care and patient safety.

Patient Assessment:

The care requirements of each individual patient and their support system are determined through ongoing assessments conducted by qualified health professionals. Each patient care service within the organization has a defined scope of assessment responsibility. Assessment and reassessment of patient care needs occur continuously throughout the continuum of care and for the duration of the patient's contact with the organization.

Coordination of Care:

Staff provide patient discharge planning to facilitate continuity of medical care and/or other care to meet identified needs. Discharge planning is timely, addressed during initial assessment and upon admission, as well as during the discharge planning process, and can be initiated by any member of the multidisciplinary team. Registered nurses, patient care resource managers, advanced practice nurses, and social workers coordinate and maintain close contact with the healthcare team members to finalize an

individualized discharge plan.

The medical staff is assigned by the clinical department or division. Each clinical department has an appointed chair responsible for a variety of administrative duties, including development and implementation of policies that support the provision of departmental services, maintaining the proper number of qualified, and competent personnel needed to provide care.

Care Delivery Model

Individualized, patient-focused care is the model in which teams deliver care for similar cancer patient populations, intricately linking the physician and other caregivers for optimal communication and service delivery. Personalized patient-focused care is guided by the following principles:

- The patient and their support system will experience the benefits of individualized care that integrates the skills of all care team members. These benefits include enhanced quality of care, improved service, appropriate length of hospitalization, value-based cost related to quality outcomes, and patient safety.
- Hospital employees will demonstrate behaviors consistent with the philosophy of personalized health care. This philosophical foundation reflects a culture of collaboration, enthusiasm, and mutual respect.
- Effective communication can impact patient care by ensuring timeliness of services, utilizing staff resources appropriately, and maximizing the patient's involvement in their own plan of care.
- Configuring departmental and physician services to accommodate the care needs of the patient in a timely manner will maximize the quality of patient care and patient satisfaction.
- Primary nursing characteristics, such as relationship-based care, the conceptual frameworks supporting the professional practice model are used to reflect the guiding philosophy and vision of providing individualized care.
- The patient and their support system will be involved in establishing a plan of care to ensure services that accommodate their needs, goals, and requests.

Patient Rights and Organizational Ethics

Patient Rights:

To promote effective and compassionate care, systems, processes, policies, and programs are designed to reflect overall concern and commitment to each person's dignity and privacy. All hospital employees, physicians, and staff have an ethical obligation to respect and support the rights of every patient in all interactions. It is the responsibility of all employees, physicians, and staff to support the efforts of the health care team, to ensure the patient's rights are respected. Each patient (and/or their support system) is given a list of patient rights and responsibilities upon admission, and copies of this list are posted in conspicuous places throughout the hospital.

Organizational Ethics:

The James utilizes an ethics policy to define the organization's responsibilities to patients, staff, physicians, and communities it serves. General guiding principles include:

- Services and capabilities offered meet patient and community needs and are fairly and accurately represented to the public.
- The hospital adheres to a uniform standard of care throughout the organization, providing services to those patients for whom we provide care. The James does not discriminate based upon age, race, ethnicity, religion, culture, language, physical or mental disability, socioeconomic status, sex, sexual orientation, gender identity or expression, or source of payment.
- Patients are only billed for care and services received.

Biomedical Ethics:

A biomedical ethical issue arises when there is uncertainty or disagreement regarding medical decisions involving moral, social, or economic situations that impact human life.

A mechanism is in place to provide consultation in biomedical ethics to:

- Improve patient care and ensure patient safety.
- Clarify any uncertainties regarding medical decisions.
- Explore the values and principles of underlying disagreements.
- Facilitate communication between the attending physician, the patient, members of the treatment team, and the patient's family or support system (as appropriate).
- Mediate and resolve disagreements.

Integration of Patient Care and Support Services

A collaborative, interdisciplinary team approach, that considers the unique knowledge, judgment, and skills is utilized. A variety of disciplines are involved in achieving the desired patient outcomes and serve as a foundation for integration of patient care. Continual process improvement initiatives support effective integration of hospital and health system policies, procedures, protocols, and relationships between departments. See appendix A (Page 12) for a listing of support services.

An open line of communication exists between all departments providing patient care, patient services, support services within the hospital, and as appropriate with community agencies to ensure efficient, effective, and continuous patient care. To facilitate effective interdepartmental relationships, problem solving is encouraged at the level closest to the problem. The staff is receptive to addressing one another's issues, concerns, and work to achieve mutually acceptable solutions. Supervisors and managers have the responsibility and authority to mutually solve problems and seek solutions within their scope. Positive interdepartmental communications are strongly encouraged. Direct patient care services maintain open communication with each other in alignment with organizational Code of Conduct, as well as with service support departments to ensure continuity of patient care, maintenance of a safe patient environment, and positive outcomes.

Consultations and Referrals for Patient Services

The James provides services as identified in this plan to meet the needs of our community. Patients with assessed needs requiring services not offered at The James are transferred in a timely manner after stabilization; and/or transfers are arranged with another appropriate facility.

Safe transportation is provided by air or ground ambulance with staff and equipment appropriate to the required level of care. Physician consultation occurs prior to transfer to ensure continuity of care. Referrals for outpatient care occur based on patient needs.

Information Management Plan

The overall goal for information management is to support the mission of The James. Specific information management goals related to patient care include:

- Ensuring the integrity and security of the hospital's information resources and protecting patient confidentiality.
- Developing and maintaining integrated information, communication network linking research, academic and clinical activities.
- Developing and updating computer-based patient records with integrated clinical management and decision support.
- Supporting administrative and business functions with information technologies that enable improved quality of services, cost effectiveness, and flexibility.
- Building an information infrastructure that supports continuous improvement of the organization.

Patient Organization Improvement Activities

All departments participate in the hospital's plan for improving organizational performance.

Plan Review

The hospital's plan for providing patient care is reviewed regularly by leadership to ensure the plan is adequate, current, and compliance is maintained with the plan. Interim adjustments to the plan are made necessary to accommodate changes in patient population, care delivery systems, processes that affect the delivery, and level of patient care required.

Appendix A: Scope of Services for Ancillary and Support Services

Other hospital services that support the comfort and safety of patients are coordinated and provided in a manner that ensures direct patient care and services are maintained in an uninterrupted, efficient, and continuous manner. These support services will be fully integrated with the patient services departments of the hospital:

Department	Service
Cancer Diagnostic Center	Offers a platform for expert evaluation and access to the appropriate diagnostic testing so that a timely and precise cancer diagnosis can be made from the beginning. The center is staffed by a team of oncology-trained advanced practice providers and nurses. Starting with initial consultation, the team will manage each patient's entire diagnostic journey. This includes identifying and prioritizing the patient's needs and concerns and coordinating the appropriate testing and evaluation. If cancer is confirmed, the team will schedule the patient with the appropriate James multidisciplinary, subspecialized cancer team based on his or her type of cancer.
Central Sterile Supply	Coordinates the comprehensive cleaning, decontamination, assembly and dispensing of surgical instruments, equipment, and supplies needed for regular surgical procedures in related departments.
Chaplaincy and Clinical Pastoral Education	Assist patients, their support system, and hospital personnel in meeting spiritual needs through professional pastoral and spiritual care and education.
Clinical Engineering	Provides routine equipment evaluation, maintenance, and repair of electronic equipment, and evaluation of patient owned equipment.
Cell Therapy Laboratory	Responsible for the processing, cryopreservation, and storage of cells for patients undergoing bone marrow or peripheral blood stem cell transplantation or receiving CAR-T therapy.
Clinical Call Center	Nurse telephone triage department receives and manages telephone calls for established The James patients outside normal business hours. The call center operates 24 hours a day and seven days of the week including holidays.
Communications and Marketing	Responsible for developing strategies and programs to promote the organization's overall image, brand, reputation, and specific products and services to target internal and external audiences. Manage all media relations, advertising, internal communications, special events, digital and social properties, collateral materials, and publications for the hospital.

Decedent Affairs	Provide support to the support system of patients who have died and assist them with completing required disposition decisions. Ensure notification of the CMS designated Organ Procurement Agency –Lifeline of Ohio (Lifeline). Promote and facilitate organ/eye/tissue. Analyze data provided by Lifeline regarding organ/tissue/eye donation.
Diagnostic Testing Areas	Provide tests based on verbal, electronic, or written consult requests. Final reports are included in the patient's records.
Early Response Team (ERT)	Provide timely diagnostic and therapeutic intervention before there is a cardiac or respiratory arrest or an unplanned transfer to the Intensive Care Unit. The team is comprised of rapid response RNs trained in ACLS and Respiratory Therapist who are trained to assist patient care staff when there are signs that a patient's health is declining.
Educational Development and Resources	Provide and promote ongoing development and training experiences to all members of The James Cancer Hospital community, provide staff enrichment programs, organizational development, leadership development, orientation and training, skills training, continuing education, competency assessment and development, literacy programs and student affiliations.
Endoscopy	Provide services to patients requiring a nonsurgical review of their digestive tract.
Environmental Services (EVS)	Provide housekeeping/cleaning and disinfecting of all areas of the hospital, including ORs, patient rooms, and nursing care environments.
Epidemiology	Enhance the quality of patient care and the work environment by minimizing the risk of acquiring infection within the hospital and ambulatory settings (Epidemiology Plan)
Facilities Operations	Provide oversight, maintenance and repair of the building's life, fire, and utility systems. Provides preventative, repair, and routine maintenance in all areas of all buildings serving patients, guests, and staff.
Financial Services	Support leaders in preparation and management of capital and operational budgets; provide comprehensive patient billing services and collaborates with patients and payers to facilitate meeting all payer requirements for payment.
Human Resources (HR)	Serve as a liaison for managers regarding all human resources information and services, assist departments with restructuring efforts, provide proactive strategies for managing planned change within the health system, assist with Employee/Labor Relations issues, assists with performance management process, develops compensation strategies, develop hiring strategies and coordinates process for placements, provide strategies to facilitate sensitivity to issues of cultural diversity, provide human resources information to employees, and establishes equity for payroll.

Immediate Care Center (ICC)	Evaluate patients for symptom management related to their disease, or treatment of their disease, and any acute needs requiring evaluation by an advanced practice provider (APP), subsequent treatments, and/or supportive care infusion therapy. Patient visits may include diagnostic, interpretive analysis, and minor invasive procedures. Referrals to other physicians, home care and hospice agencies, dieticians, etc. are made by our APPs in collaboration with the primary team.
Information Systems	Support departments to evaluate information technology needs, deploy, and integrate reliable, state-of-the-art information systems technology solutions to manage change.
Laboratory Services	Responsible for performing testing on patient specimens to obtain information about the health of patient as pertaining to the diagnosis, treatment, and prevention of disease. Laboratory reports are included in the patient's records.
Materials Management	Supply, stock, and monitor PAR levels in patient care areas.
Medical Information Management (MIM)	Maintain patient records serving the needs of the patient, provider, institution, and various third parties to health care in the inpatient and ambulatory setting.
Nutrition Services	Provide nutritional care and food service to The James inpatient and ambulatory site for patients, staff, and visitors. Clinical nutrition assessment and consultation services are available in both inpatient and outpatient settings.
Pathology	Pathology receives triages, and accessions gross (macroscopic) examination of all complexity of surgical resections and biopsies. Final reports are included in the patient's records.
James Patient Access Services (JPAS)	Coordinate patient registration and admissions.
Patient Care Resource Management (PCRM) and Social Services	Provide personalized care coordination and resource management for patients and their support systems. Provide discharge planning, coordination of external agency contacts for patient care needs and crisis intervention and support for patients and their support system. Provide services upon phone/consult requests of physician, nurse or the patient or patient support system. and utilization review.
Patient Education	Provide educational resources that facilitate patient learning and encourage the patient to take an active role in their care. Resources are evidence-based, comply with national standards for health literacy/plain language/accessibility, and meet Joint Commission and organizational standards. Based on their assessment, clinicians use patient education resources to assist in patient/caregiver understanding and to reinforce the learning provided during their hospital stay or clinic visit.

Patient Experience	Develop and manage programs that support patient relations, customer service, and information desk operations. Coordinates volunteer services with volunteers providing wayfinding assistance, hosting visitors in waiting areas, serving as patient/family advisors and advocates, and assisting staff. Volunteer Services serves as a liaison for the Service Board auxiliary, which annually grants money to department-initiated projects, enhancing the patient and family experience.
Perioperative Services	Provide personalized care of the patient receiving surgical services, from pre-anesthesia through recovery, for the ambulatory and inpatient surgical patients.
Pharmacy	Patient care services are delivered through specialty practice pharmacists and clinical generalists. Practitioners promote optimal medication use and assist in achieving the therapeutic goals of the patients.
Operations Improvement/Process Engineers	Operations Improvement Process Engineers utilize industrial engineering knowledge and skills, as well as LEAN and Six Sigma methods to provide internal consulting, coaching, and training services for all departments across all parts of The James Cancer Hospital. Projects are intended to develop, implement, and monitor more efficient, cost-effective business processes and strategies.
Observation Unit	Provide additional bed capacity and expand care for oncology patients needing a non-inpatient level of care.
Pulmonary Diagnostics Lab	Provide services to patients requiring an evaluation of the respiratory system including pulmonary function testing, bronchoscopy, and other diagnostic/interventional pulmonary procedures.
Quality and Patient Safety	Provide integrated quality management and facilitate continuous quality improvement efforts throughout the hospital. Focus on the culture of safety and work with teams to provide information on trends and improvement opportunities. (James Quality Plan)
Radiation Oncology	Responsible for clinical care related to the application of radiation treatments and radiation safety which include, but is not limited to photon, proton, gamma knife, theragnostic, and brachytherapy.
Radiology Services	Provide state-of-the-art radiological diagnostic and therapeutic treatment. Services offered by the Radiology Imaging Department range from general radiography and fluoroscopy to new and advanced interventional procedures, contrast imaging, which include, but not limited to CT, MRI, IVP, etc., in which contrast agents are administered by IV certified radiology technologists.
Rehabilitation Services	Physical therapists, occupational therapists, speech and language pathologists, and recreational therapists, evaluate, formulate a plan of care, and provide treatment based on physician referral and along with the interdisciplinary medical team for appropriate treatment and education needed for the established plan of care.
Respiratory Therapy (RT)	Provide respiratory therapeutic interventions and diagnostic testing, by physician order including ventilator support, bronchodilator therapy, and pulmonary hygiene.

Environmental Health and Safety	Hospital safety personnel handle issues associated with regulations, such as EPA, OSHA, and fire safety. (Emergency Operations Plan and James Supplemental Emergency Operations Plan)
Security	Provide a safe and secure environment for patients, visitors, and staff members by responding to emergencies such as workplace violence, fires, bomb threats, internal and external disasters, armed aggressors, or any other incident that requires emergency response.
Social Work Services	Social Work Services are provided to patients/families to meet their social and emotional needs as they impact their medical condition, treatment, recovery, and safe transition from one care environment to another. Social workers provide psychosocial assessment and intervention, crisis intervention, financial counseling, discharge planning, health education, provision of material resources, and linkage with community agencies. Members of the treatment team can request consults for patients, or their support system.
Staff Development and Education	Provide and promote ongoing employee development and training related to oncology care, provide clinical orientation, and continued education of staff.
Transfer Center	Coordinate with inpatient units and ancillary departments to ensure patient flow efficiency and timely access for patients who seek care. Provide transparency real-time across the Medical Center on capacity and all ADT (Admission, Discharge, and Transfer) activities. Timely and accurate patient placement based on level of care and service line is expedited through a capacity management system.
Transportation	Supply patients with secure and proficient transport within the medical center by transferring patients between rooms/floors within the hospital, taking patients to and from test sites, and discharging patients to Dodd Rehabilitation Center, on-site hospice, and the morgue.
Wound Care	Wound care services include but are not limited to the diagnosis and management of skin impairments, on-going wound management, treatment, and prevention measures.

APPROVAL OF THE SCOPE OF CARE

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
OUTPATIENT CARE NEW ALBANY**

Synopsis: Approval of the annual review of the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the scope of care describes services related to elective outpatient procedures at The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany; and

WHEREAS ON July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the scope of care for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany.

OSU AMBULATORY SURGERY CENTER
Scope of Care – Outpatient Care New Albany
Clinical Departments

Approved By:

X Jarrett A. Heard

Dr. J. Heard, MD, MBA
Medical Director, Ambulatory Peri-Operative Services

X Sheryl Burtch

Sheryl Burtch, DNP, MA, RN, NEA-BC
Associate Chief Nursing Officer, Surgical Services

Department/ Patient Care Unit Name: The Ohio State University Ambulatory Surgery Center – Outpatient Care New Albany. The Center is an Ambulatory Surgery Center which provides services related to elective outpatient procedures.

Types (and age range) of patients served:

- 18 or more years of age.
- Patients aged 13 to 17 with the following requirements please follow below approval process:
 1. Treating physician has admitting privileges at an age-appropriate inpatient center
 2. Permission from Medical Director or Designee
 3. Minimum Height/ Weight requirements: 5'0" and 100 pounds. Variance shall require medical director (or designee) approval.
 4. All patients will have an anesthesia evaluation, either ComPAC or OPAC. Variance shall require medical director (or designee) approval.
 5. Pediatric BMI limit is 40.0.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 4.22.26

6. An accompanying responsible adult, preferably the custodial parent or legal guardian, must remain present in the building. A custodial parent or legal guardian must be available by phone during the surgery admission. For the Extended Recovery Unit, an accompanying responsible adult must remain present in the building overnight with the patient.

Physical Status:

- ASA I-II.
- ASA III without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV patients may not have straight Local without Anesthesia care; they may have MAC or General Anesthesia at the discretion of the Anesthesiologist.
- General and MAC Anesthesia will be administered by Department of Anesthesia providers. Conscious sedation will be administered by any individual provider credentialed to do so.

Procedure Length

- Procedures requiring more than 6 hours of total OR time will need prior authorization by the Medical Director or designee.
- Patients anticipated to have an extended PACU length of stay will need prior authorization by the Medical Director or designee.
- These cases will be scheduled no later than the first case in a physician's block and will be scheduled to end by 3:00pm.

DNR:

- For patient admitted to the surgery center with an active DNR order, the advance directive should be discussed with the patient and/or their family members or caregivers, the surgeon/proceduralist and anesthesia providers to determine whether the do-not-resuscitate orders are suspended or maintained for the surgery or procedure. **Ideally, this should occur before the day of surgery, after the ComPAC or OPAC visit has been completed.**
- Suspending a DNR will be in accordance with the OSUWMC policy for surgery center patients.

< <https://osumc.policytech.com/docview/?app=pt&source=unspecified&docid=118044> >

Malignant Hyperthermia:

Patients with a personal or family history of MH must be reviewed by the Medical Director or Designee.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Morbid Obesity OR's: Patients will be considered with identified criteria - Variance shall require medical director (or designee) approval.

- All patients must have current height & weight in IHIS before scheduled at the ASC.
- Patients with BMI > 40.0 may not be performed in the prone position if anesthetized and unable to move themselves into that position.
- Patients with BMI > 45.0 may not be performed in the lateral position if anesthetized and unable to move themselves into that position.
- Patients with a BMI 45.0-55.0 will be considered for general anesthesia, needing review and final approval from the medical director or designee. If BMI is greater than 55.0, procedure planned should require minimal sedation. Elective conversion to General Anesthesia will not be an option. If General Anesthesia conversion is an anticipated option, the surgery/procedure should not be scheduled at the ASC.
- No patient with BMI > 65.0 will be accepted at the ASC.
- No pediatric (age < 18 years) patient with BMI > 40.0 will be accepted at the ASC.
- Recorded BMI at the time of the ComPAC or OPAC appointment will be considered in evaluation of cases being cancelled on day of surgery by Attending Surgeon/Proceduralist and Anesthesia.

Morbid Obesity Endoscopy

- Patients with BMI > 45 may not have conscious/moderate sedation
- Patients with BMI between 45-55 will need review and final approval from the medical director or designee.
- Endoscopy patient BMI limit is 55.0 regardless of positioning.
- Recorded BMI at the time of the ComPAC or OPAC appointment will be considered in evaluation of cases being cancelled on day of surgery by Attending Surgeon/Proceduralist and Anesthesia.

Hemodialysis:

Hemodialysis patients cannot have procedure/surgery and hemodialysis scheduled on the same day. Either the date of procedure/surgery or dialysis must be changed if they are scheduled for the same day. Variance shall require medical director (or designee) approval.

Ambulation:

Patients must be able to ambulate with minimal assistance including ability to stand up and pivot to cart.

- Procedures will not be performed with patient's personal medical equipment (i.e. wheelchairs).

Anesthesia:

General and MAC Anesthesia will be administered by Department of Anesthesia providers. Conscious sedation will be administered by any individual provider credentialed to do so.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Difficult Airway:

Patients with a history of difficult airway / intubation must complete a ComPAC or OPAC evaluation and be approved by the Medical Director or Designee.

Pacemakers / Defibrillators:

- Patients with isolated pacemakers must have the device evaluated by their Cardiologist within twelve (12) months prior to Date of Service. Documentation of interrogation must be readily available.
- Patients with pacemakers will not be considered for ESWL procedures without OSU Pacer Clinic personnel on site throughout the surgical procedure.
- Patients with AICD's are considered for MAC Anesthesia/conscious sedation only. Patients must be evaluated by their cardiologist within six (6) months prior to Date of Service. Documentation of interrogation must be readily available and there should be no change in patient's clinical status since last cardiac evaluation. If placing a magnet would deprogram the AICD, these patients would not be candidates for the ASC.

Reference:

Crossley, George H. et al "The Heart Rhythm Society (HRS)/American Society of." *Heart Rhythm* 8.7 (2011): 1114-140. Print.

Michael, Platonov A., MD, Anne Gillis, MD, and Katherine M. Kavanagh, MD. "Pacemakers, Implantable Cardioverter/Defibrillators." *Journal of Endourology* 22.2 (2008): 243-47. Print.

Obstructive Sleep Apnea:

Anesthesiology services will evaluate the appropriateness of outpatient procedures/surgery, given the patient's OSA history, the proposed procedure and the patient's co-morbidities.

- Patients with known diagnosis of OSA that have optimized co-morbid medical conditions will be considered.
- Patients with a presumed diagnosis of OSA based on screening (STOP Bang) questionnaire, and with optimized co-morbid conditions, will be considered for the OSC if postoperative pain can be managed predominantly with non-opioid analgesia.

Approved: May 24, 2021

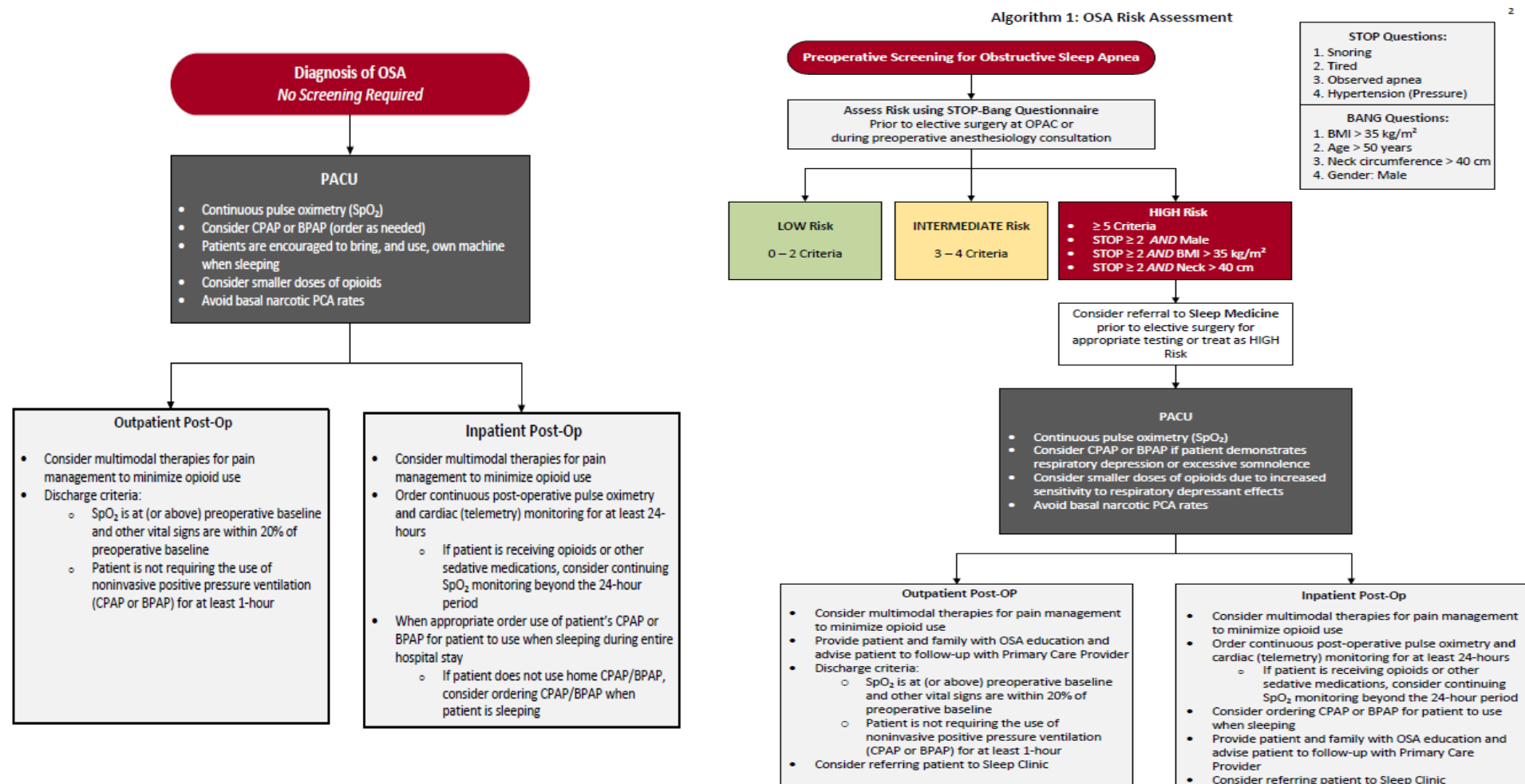
Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Reference:

Stein, E., Das, A., Guertin, M., Dalton, R., Springer, A., Rogers, B., & Heavener, D. (2021). *Perioperative assessment and management of obstructive sleep apnea (OSA): OSUWMC Clinical Practice Guideline*.

<https://onesource.osumc.edu/sites/ebm/Documents/Guidelines/ObstructiveSleepApnea>



Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Isolation Patients/ Infection Prevention:

Patients requiring isolation precautions (droplet, airborne) as defined by medical center guidelines will need approval by the Medical Director or Designee.

Patients requiring contact isolation precautions may be considered as defined by medical center guidelines using appropriate PPE.

Patients with wounds that are bleeding or draining will have sites contained with an occlusive dressing and treated with standard precautions.

[Management of MRSA in Ambulatory Surgical Facilities. \(n.d.\). *Management of MRSA in Ambulatory Surgical Facilities*. Retrieved from http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%20%282%29/Pages/61.aspx](http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%20%282%29/Pages/61.aspx)

[Guide to Infection Prevention In Outpatient Settings: Minimum Expectations for Safe Care. \(n.d.\). *CDC.Gov*. Retrieved from](#)

Pregnancy:

- No patient with a known pregnancy may be treated at the ASC.
- All patients of childbearing age with female reproductive organs will submit a urine pregnancy test on the day of surgery. Every attempt will be made to collect urine specimen. If the patient is unable to void, refuses to void, or the patient's legal guardian refuses the pregnancy test, a pregnancy test waiver consent form may be signed by the patient or the patient's legal guardian after a discussion of risks and signature from the anesthesiologist and attending proceduralist.

Developmental Disabilities/Special Needs:

The ASC will be provided an updated History & Physical that includes diagnosis of specific conditions/ syndromes. Along with the H&P, the "Functional Ability Assessment" will be completed. All Developmentally Disabled/ Special Needs patients require Anesthesia approval prior to scheduling.

Toxicology Screen:

All patients who appear to be intoxicated and who test positive on Date of Service for methamphetamines, amphetamines, cocaine &/or alcohol will have their procedure cancelled. Patients testing positive for other drugs will be evaluated on an individual basis.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Preoperative Evaluation:

Patients may undergo pre-operative testing according to the current Pre-Anesthetic Testing Algorithm. Complete pre-operative services are available by a ComPAC or OPAC appointment.

Accompanying Adult:

Patients who have undergone minor, superficial procedures **without sedation** may be discharged at the discretion of their admitting physician. If the procedure performed involves the hand, eye, or foot & impairs their visual acuity, or hand/ foot dexterity to the degree that they cannot operate a motor vehicle, the patient will not be permitted to drive when discharged.

All other patients will require an accompanying adult (18 or more years of age) to provide patient transportation upon discharge. The ASC will recommend that the adult representative remain at the ASC throughout the procedure. Patients will be made aware that the absence of an accompanying adult may result in their procedure being cancelled. Patients found to be without transportation after their procedure will be discharged according to current medical center policy.

Scope and complexity of patient's care needs:

Four operating rooms located on the second floor of The Ohio State University Outpatient Care New Albany servicing the following specialties: General Surgery, Colorectal, Gynecology, Robotics, Ophthalmology, Otolaryngology, Plastic Surgery and Urology. Four endoscopy procedure rooms located on the second floor of The Ohio State University Outpatient Care New Albany servicing from Gastroenterology, Hepatology and Nutrition (GHN), General Surgery and open access referrals.

The Center is staffed from 0600AM to 1700PM Monday through Friday, primarily for adult patients requiring surgical intervention under local anesthesia, conscious sedation, monitored anesthesia care, regional anesthesia or general anesthesia.

Patients are admitted to the Center on an ambulatory basis. Patients are required to have the ability to understand and carry out their discharge instructions or have a responsible adult which will assist them in fulfilling these needs.

All procedures performed at the Ambulatory Surgery Center are part of the Core Privileges approved by Ohio State University Wexner Medical Center.

The following types of procedures are not performed at the Center:

- Are associated with the risk of extensive blood loss.
- Require major or prolonged invasion of body cavities.
- Directly involve major blood vessels.
- Are an emergency or life threatening in nature.
- Noted on the CMS Inpatient Only List. This list will be reviewed and updated annually.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Methods used to assess and meet patient's care needs:

Care of all patients experiencing surgical intervention is based on the nursing process and standards from AORN, ASPSN, SGNA and other National Peri-operative organizations supporting the service lines of the Center. Preoperatively, the RN verifies the patient, identifies the patient's special needs, completes a patient assessment and develops a plan of care. Intra-operatively, the RN implements the patient's plan of care and documents on the appropriate medical records (e.g.: Op-Time and hospital approved documents).

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral

The Circulating RN works collaboratively with the proceduralists, surgeons, anesthesiologists, PACU RN, and the Pre-op Holding RN in assessing, prioritizing and meeting the patient's individual needs. Based on the scheduled procedure and communication with the physician/surgeon and anesthesia, specific patient concerns regarding safety, infection control, positioning, and psychosocial needs are anticipated and met (e.g.: preparation of OR environment for latex allergy patient, isolation protocols implemented, limitation of patients range of motion, need for an interpreter or caregiver for MR/DD patients). The continued need for support is communicated to the receiving unit via the oral transfer report and IHIS documentation. A collaborative effort to improve this communication is ongoing. The success of this method is determined by the achievement of positive patient outcomes, reflected by PI monitors and retrospective chart reviews.

In the event of an identified patient need to receive services not provided at the ASC, the patient will be transferred to the Wexner Medical Center for subsequent evaluation.

Standards of practice/ practice guidelines, when available

The Ambulatory Surgery Center provides services related to elective outpatient procedures in the fields of General Surgery, GHN, Gynecology, Robotics, Ophthalmology, Otolaryngology, Plastic Surgery, and Urology at 6100 N. Hamilton Road, Westerville Ohio 43081. The OSUWMC Board of Directors, the OSUWMC Medical Staff, in conjunction with the Ambulatory Executive Director, Ambulatory Medical Director, Associate Chief Nursing Officer, Associate and Administrative Directors & Nurse Manager assess, plan, implement, and evaluate the delivery of care and services. The Ambulatory leadership team is responsible for ensuring that the delivery of care provided is consistent with the mission, standards, and policies established for patient care. The Ambulatory leadership team promotes an environment that fosters empowerment through active participation in strategic planning and development of processes that ensure adequacy of services and resources to meet the current and projected community needs, policy establishment, and professional growth.

The objective of The Ohio State University Ambulatory Surgery Center is to deliver excellent surgical, procedural, and anesthesia services to those we serve in accordance with the standards set forth by The Joint Commission, CMS Conditions of Participations for Hospitals and The Vision and Mission statements of The Ohio State University Wexner Medical Center. The Scope of Care is designed to provide appropriate care and services for all patients in a timely manner.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

Utilizing a multi-disciplinary approach in the delivery of patient care, our services promote continuous quality and performance improvement activities provided in an environment where collaboration and multi-disciplinary approaches to problem identification and resolution are the expectation. Important criteria and thresholds are measured and continuously monitored through our Quality and Performance Improvement process to optimize patient outcomes and assure the highest level of satisfaction for all our customers. Results of our Quality and Performance Improvement activities are used to improve patient outcomes enhance our services and our staff performance.

Understanding that the provision of health care services is dynamic and fluid; the Scope of Care will be ***reviewed at least annually*** and revised as needed to reflect the changing patient needs, community changes, and or facility needs and initiatives.

Approved: May 24, 2021

Date Last Reviewed: 3/8/2023, 5.23.25, 3.27.26, 4.22.26

Date Last Reviewed: 6/24/24, 5.23.25, 3.27.26, 4.22.26

APPROVAL OF THE SCOPE OF CARE

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
OUTPATIENT CARE DUBLIN**

Synopsis: Approval of the annual review of the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the scope of care describes services related to elective outpatient procedures at The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin; and

WHEREAS ON July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the scope of care for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin.

OSU AMBULATORY SURGERY CENTER
Scope of Care – Outpatient Care Dublin
Clinical Departments

Approved By:

X Garrett A. Heard

Dr. J. Heard, MD, MBA
Medical Director, Ambulatory Peri-Operative Services

X Sheryl Burtch

Sheryl Burtch, DNP, MA, RN, NEA-BC
Associate Chief Nursing Officer, Surgical Services

Department/ Patient Care Unit Name: The Ohio State University Outpatient Care Dublin - Ambulatory Surgery Center. The Center is an Ambulatory Surgery Center of OSUWMC which provides services related to elective outpatient procedures.

Types (and age range) of patients served:

- 18 or more years of age.
- Patients aged 13 to 17 with the following requirements please follow below approval process:
 1. Treating physician has admitting privileges at an age-appropriate inpatient center
 2. Permission from Medical Director or Designee
 3. Minimum Height/ Weight requirements: 5'0" and 100 pounds. Variance shall require medical director (or designee) approval.
 4. All patients will have an anesthesia evaluation, either ComPAC or OPAC. Variance shall require medical director (or designee) approval.
 5. Pediatric BMI limit is 40.0.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.26.26

6. An accompanying responsible adult, preferably the custodial parent or legal guardian, must remain present in the building. A custodial parent or legal guardian must be available by phone during the surgery admission. For the Extended Recovery Unit, an accompanying responsible adult must remain present in the building overnight with the patient.

Physical Status:

- ASA I-II.
- ASA III without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV patients may not have straight Local without Anesthesia care; they may have MAC or General Anesthesia at the discretion of the Anesthesiologist.
- General and MAC Anesthesia will be administered by Department of Anesthesia providers. Conscious sedation will be administered by any individual provider credentialed to do so.

Procedure Length

- Procedures requiring more than 6 hours of total OR time will need prior authorization by the Medical Director or designee.
- Patients anticipated to have an extended PACU length of stay will need prior authorization by the Medical Director or designee.
- These cases will be scheduled no later than the first case in a surgeon's block and will be scheduled to end by 3:00pm

DNR:

- For patient admitted to the surgery center with an active DNR order, the advance directive should be discussed with the patient and/or their family members or caregivers, the surgeon/proceduralist and anesthesia providers to determine whether the do-not-resuscitate orders are suspended or maintained for the surgery or procedure. **Ideally, this should occur before the day of surgery, after the CompAC or OPAC visit has been completed.**
- Suspending a DNR will be in accordance with the OSUWMC policy for surgery center patients.

< <https://osumc.policytech.com/docview/?app=pt&source=unspecified&docid=118044> >

Malignant Hyperthermia:

Patients with a personal or family history of MH must be reviewed by the Medical Director or Designee.

Morbid Obesity OR's:

Patients will be considered with identified criteria - Variance shall require medical director (or designee) approval.

- All patients must have current height & weight in IHIS before scheduled at the ASC.
- Patients with BMI > 40.0 may not be performed in the prone position if anesthetized and unable to move themselves into that position.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.26.26

- Patients with BMI > 45.0 may not be performed in the lateral position if anesthetized and unable to move themselves into that position.
- Shoulder patients must have a BMI ≤ 45.
- Patients with a BMI 45.0-55.0 will be considered for general anesthesia, needing review and final approval from the medical director or designee. If BMI is greater than 55.0, procedure planned should require minimal sedation. Elective conversion to General Anesthesia will not be an option. If General Anesthesia conversion is an anticipated option, the surgery/procedure should not be scheduled at the ASC.
- No patient with BMI > 65.0 will be accepted at the ASC.
- No pediatric (age < 18 years) patient with BMI > 40.0 will be accepted at the ASC.
- Recorded BMI at the time of the ComPAC or OPAC appointment will be considered in evaluation of cases being cancelled on day of surgery by Attending Surgeon/Proceduralist and Anesthesia.

Morbid Obesity Endoscopy

- Patients with BMI > 45 may not have conscious/moderate sedation
- Patients with BMI between 45-55 will need review and final approval from the medical director or designee.
- Endoscopy patient BMI limit is 55.0 regardless of positioning.

Recorded BMI at the time of the ComPAC or OPAC appointment will be considered in evaluation of cases being cancelled on day of surgery by Attending Surgeon/Proceduralist and Anesthesia.

Hemodialysis:

Hemodialysis patients cannot have surgery and hemodialysis scheduled on the same day. Either the date of surgery or dialysis must be changed if they are scheduled for the same day. Variance shall require medical director (or designee) approval.

Ambulation:

Patients must be able to ambulate with minimal assistance including ability to stand up and pivot to cart

- Procedures will not be performed with patient's personal medical equipment (i.e. wheelchairs)
- Physical Therapy will be available for patients in Extended Recovery for total joint procedures.

Anesthesia:

General and MAC Anesthesia will be administered by providers from Department of Anesthesiology. Conscious sedation will be administered by any individual provider credentialed to do so.

Difficult Airway:

Patients with a history of difficult airway / intubation must complete a ComPAC or OPAC evaluation and approved by the Medical Director or Designee.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.26.26

Pacemakers / Defibrillators:

- Patients with isolated pacemakers must have the device evaluated by their Cardiologist within twelve (12) months prior to Date of Service. Documentation of interrogation must be readily available.
- Patients with pacemakers will not be considered for ESWL procedures without OSU Pacer Clinic personnel on site throughout the surgical procedure.
- Patients with AICD's are considered for MAC Anesthesia/conscious sedation only. Patients must be evaluated by their cardiologist within six (6) months prior to Date of Service. Documentation of interrogation must be readily available and there should be no change in patient's clinical status since last cardiac evaluation. If placing a magnet would deprogram the AICD, these patients would not be candidates for the ASC.

Reference:

Crossley, George H. et al "The Heart Rhythm Society (HRS)/American Society of." *Heart Rhythm* 8.7 (2011): 1114-140. Print.
Michael, Platonov A., MD, Anne Gillis, MD, and Katherine M. Kavanagh, MD. "Pacemakers, Implantable Cardioverter/Defibrillators." *Journal of Endourology* 22.2 (2008): 243-47. Print.

Obstructive Sleep Apnea:

Anesthesiology services will evaluate the appropriateness of outpatient procedures/surgery, given the patient's OSA history, the proposed procedure, and the patient's co-morbidities.

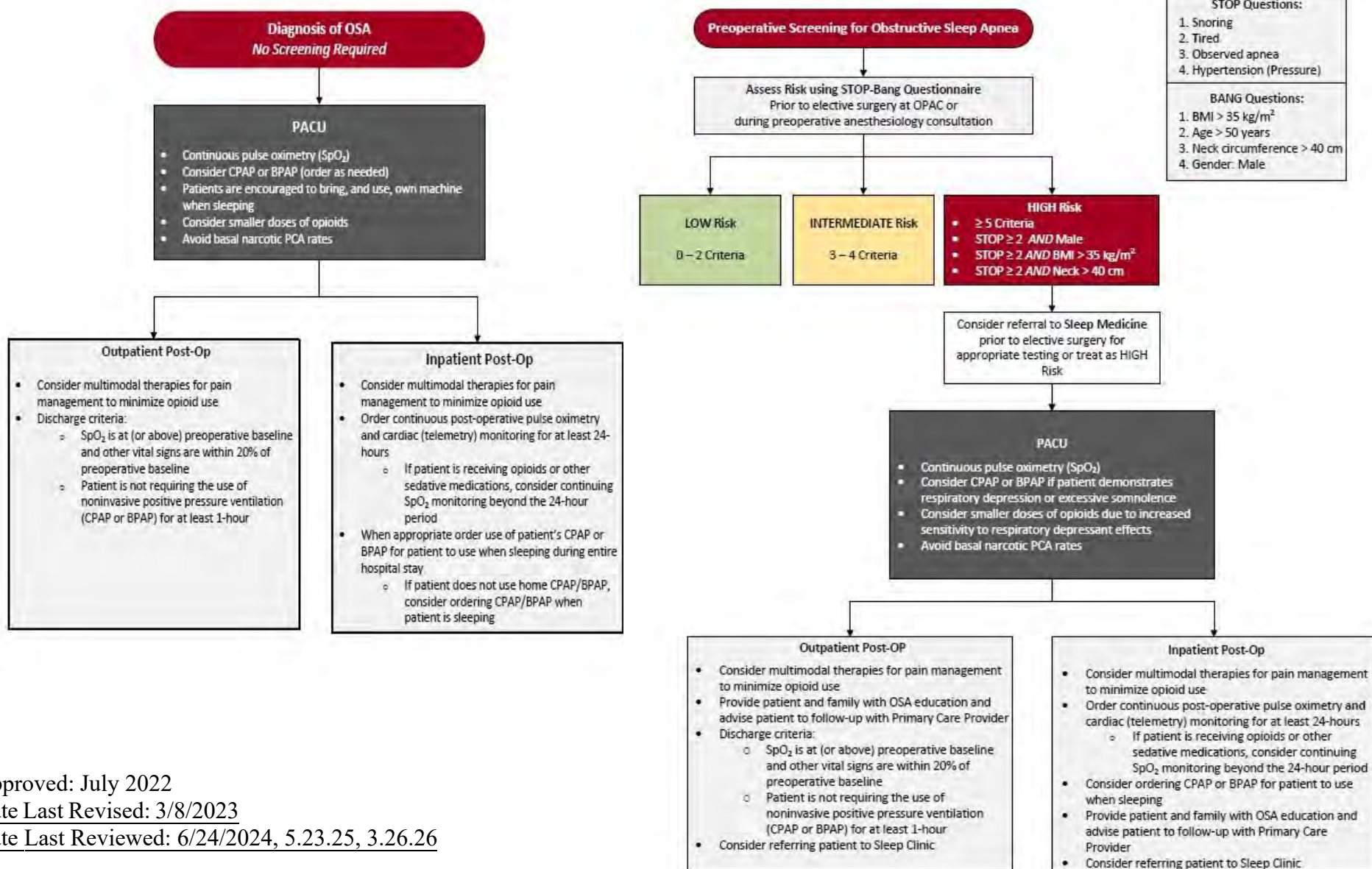
- Patients with known diagnosis of OSA that have optimized co-morbid medical conditions will be considered.
- Patients with a presumed diagnosis of OSA based on screening (STOP Bang) questionnaire, and with optimized co-morbid conditions, will be considered for the OSC if postoperative pain can be managed predominantly with non-opioid analgesia.

Reference:

Stein, E., Das, A., Guertin, M., Dalton, R., Springer, A., Rogers, B., & Heavener, D. (2021). *Perioperative assessment and management of obstructive sleep apnea (OSA): OSUWMC Clinical Practice Guideline*.

<https://onesource.osumc.edu/sites/ebm/Documents/Guidelines/ObstructiveSleepApnea>

Algorithm 1: OSA Risk Assessment



Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.26.26

Isolation Patients/ Infection Prevention:

Patients requiring isolation precautions (droplet, airborne) as defined by medical center guidelines will need approval by the Medical Director or Designee.

Patients requiring contact isolation precautions may be considered as defined by medical center guidelines using appropriate PPE.

Patients with wounds that are bleeding or draining will have sites contained with an occlusive dressing and treated with standard precautions.

[Management of MRSA in Ambulatory Surgical Facilities. \(n.d.\). *Management of MRSA in Ambulatory Surgical Facilities*. Retrieved from http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%282%29/Pages/61.aspx](http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%282%29/Pages/61.aspx)

[Guide to Infection Prevention In Outpatient Settings: Minimum Expectations for Safe Care. \(n.d.\). *CDC.Gov*. Retrieved from](#)

Pregnancy:

- No patient with a known pregnancy may be treated at the ASC.
- All patients of childbearing age with female reproductive organs will submit a urine pregnancy test on the day of surgery. Every attempt will be made to collect urine specimen. If the patient is unable to void, refuses to void, or the patient's legal guardian refuses the pregnancy test, a pregnancy test waiver consent form may be signed by the patient or the patient's legal guardian after a discussion of risks and signature from the anesthesiologist and attending proceduralist.

Developmental Disabilities/Special Needs:

The ASC will be provided an updated History & Physical that includes diagnosis of specific conditions/ syndromes. Along with the H&P, the "Functional Ability Assessment" will be completed. All Developmentally Disabled/ Special Needs patients require Anesthesia approval prior to scheduling.

Toxicology Screen:

All patients who appear to be intoxicated and who test positive on Date of Service for methamphetamines, amphetamines, cocaine &/or alcohol will have their procedure cancelled. Patients testing positive for other drugs will be evaluated on an individual basis.

Preoperative Evaluation:

Patients may undergo pre-operative testing according to the current Pre-Anesthetic Testing Algorithm. Complete pre-operative services are available by a ComPAC or OPAC appointment.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.27.26

Accompanying Adult:

Patients who have undergone minor, superficial procedures **without sedation** may be discharged at the discretion of their admitting physician. If the procedure performed involves the hand, eye, or foot & impairs their visual acuity, or hand/ foot dexterity to the degree that they cannot operate a motor vehicle, the patient will not be permitted to drive when discharged.

All other patients will require an accompanying adult (18 or more years of age) to provide patient transportation upon discharge. The ASC will recommend that the adult representative remain at the ASC throughout the procedure. Patients will be made aware that the absence of an accompanying adult may result in their procedure being cancelled. Patients found to be without transportation after their procedure will be discharged according to current medical center policy.

Scope and complexity of patient's care needs:

Six operating rooms located on the second floor of The Ohio State University Outpatient Care Dublin Ambulatory Surgery Center servicing the following specialties: Urology, Vascular, Otolaryngology, Hand & Upper Extremity, Orthopaedic Joints, Orthopaedic Spine, Endoscopy and Interventional Radiology, Pain Management, and Podiatry. Six endoscopy procedure rooms located on the second floor of The Ohio State University Outpatient Care New Albany servicing from Gastroenterology, Hepatology and Nutrition (GHN), and open access referrals. The Center is staffed from 0600AM-to 1700PM Monday through Friday, primarily for adult patients requiring surgical intervention under local anesthesia, conscious sedation, monitored anesthesia care, regional anesthesia or general anesthesia.

Patients are admitted to the ASC on an ambulatory basis. The patients are required to have the ability to understand and carry out their discharge instructions or have a responsible adult which will assist them in fulfilling these needs.

All procedures performed at the Ambulatory Surgery Center are part of the Core Privileges approved by Ohio State University Wexner Medical Center.

The following types of procedures are not performed at the Center:

- Are associated with the risk of extensive blood loss.
- Require major or prolonged invasion of body cavities.
- Directly involve major blood vessels.
- Are an emergency or life threatening in nature
- Noted on the CMS Inpatient Only List. This list will be reviewed and updated annually.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.27.26

Methods used to assess and meet patient's care needs:

Care of all patients experiencing surgical intervention is based on the nursing process and standards from AORN, ASPSN, SGNA and other National Peri-operative organizations supporting the service lines of the Center. Preoperatively, the RN verifies the patient, identifies the patient's special needs, completes a patient assessment and develops a plan of care. Intra-operatively, the RN implements the patient's plan of care and documents on the appropriate medical records (e.g.: Op-Time and hospital approved documents).

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral

The Circulating RN works collaboratively with the proceduralists, surgeons, anesthesiologists, PACU RN, and the Pre-op Holding RN in assessing, prioritizing and meeting the patient's individual needs. Based on the scheduled procedure and communication with the physician/surgeon and anesthesia, specific patient concerns regarding safety, infection control, positioning, and psychosocial needs are anticipated and met (e.g.: preparation of OR environment for latex allergy patient, isolation protocols implemented, limitation of patients range of motion, need for an interpreter or caregiver for MR/DD patients). The continued need for support is communicated to the receiving unit via the oral transfer report and IHIS documentation. A collaborative effort to improve this communication is ongoing. The success of this method is determined by the achievement of positive patient outcomes, reflected by PI monitors and retrospective chart reviews.

In the event of an identified patient need to receive services not provided at the ASC, the patient will be transferred to the Wexner Medical Center for subsequent evaluation.

Standards of practice/ practice guidelines, when available

The Ambulatory Surgery Center provides services related to elective outpatient procedures in the fields of Urology, Vascular, Otolaryngology, Hand & Upper Extremity, Orthopaedic Joints, Orthopaedic Spine, Endoscopy and Interventional Radiology, Pain Management, and Podiatry in Outpatient Care at Dublin Ambulatory Surgery Center - 6700 University Blvd, Dublin, Ohio 43016. The OSUWMC Board of Directors, the OSUWMC Medical Staff, in conjunction with the Ambulatory Executive Director, Ambulatory Medical Director, Associate Chief Nursing Officer, Associate and Administrative Directors, & Nurse Manager assess, plan, implement, and evaluate the delivery of care and services. The Ambulatory leadership team is responsible for ensuring that the delivery of care provided is consistent with the mission, standards, and policies established for patient care. The Ambulatory leadership team promotes an environment that fosters empowerment through active participation in strategic planning and development of processes that ensure adequacy of services and resources to meet the current and projected community needs, policy establishment, and professional growth.

The objective of the Outpatient Care Dublin Ambulatory Surgery Center is to deliver excellent surgical, procedural, and anesthesia services to those we serve in accordance with the standards set forth by The Joint Commission, CMS Conditions of Participations for Hospitals and The

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.27.26

Vision and Mission statements of The Ohio State University Wexner Medical Center. The Scope of Care is designed to provide appropriate care and services for all patients in a timely manner.

Utilizing a multi-disciplinary approach in the delivery of patient care, our services promote continuous quality and performance improvement activities provided in an environment where collaboration and multi-disciplinary approaches to problem identification and resolution are the expectation. Important criteria and thresholds are measured and continuously monitored through our Quality and Performance Improvement process to optimize patient outcomes and assure the highest level of satisfaction for all our customers. Results of our Quality and Performance Improvement activities are used to improve patient outcomes enhance our services and our staff performance.

Understanding that the provision of health care services is dynamic and fluid; the Scope of Care will be ***reviewed at least annually*** and revised as needed to reflect the changing patient needs, community changes, and or facility needs and initiatives.

Approved: July 2022

Date Last Revised: 3/8/2023

Date Last Reviewed: 6/24/2024, 5.23.25, 3.27.26

APPROVAL OF THE SCOPE OF CARE

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
OUTPATIENT CARE POWELL**

Synopsis: Approval of the annual review of the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Powell, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the scope of care describes services related to elective outpatient procedures at The Ohio State University Ambulatory Surgery Center — Outpatient Care Powell; and

WHEREAS ON July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Powell:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the scope of care for The Ohio State University Ambulatory Surgery Center — Outpatient Care Powell.

OSU AMBULATORY SURGERY CENTER
Scope of Care – Outpatient Care Powell
Clinical Departments

Approved By:

X Garrett A. Heard

Dr. J. Heard, MD, MBA
Medical Director, Ambulatory Peri-Operative Services

X Sheryl Burtch

Sheryl Burtch, DNP, MA, RN, NEA-BC
Associate Chief Nursing Officer, Surgical Services

Department/ Patient Care Unit Name: The Ohio State University Ambulatory Surgery Center – Outpatient Care Powell. The Center is an Ambulatory Surgery Center which provides services related to elective outpatient procedures.

Types (and age range) of patients served:

- 18 or more years of age.
- Patients aged 13 to 17 with the following requirements please follow below approval process:
 1. Treating physician has admitting privileges at an age-appropriate inpatient center
 2. Permission from Medical Director or Designee
 3. Minimum Height/ Weight requirements: 5'0" and 100 pounds. Variance shall require medical director (or designee) approval.
 4. All patients will have an anesthesia evaluation, either ComPAC or OPAC. Variance shall require medical director (or designee) approval.
 5. Pediatric BMI limit is 40.0.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

6. An accompanying responsible adult, preferably the custodial parent or legal guardian, must remain present in the building. A custodial parent or legal guardian must be available by phone during the surgery admission. For the Extended Recovery Unit, an accompanying responsible adult must remain present in the building overnight with the patient.

Physical Status:

- ASA I-II.
- ASA III without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV without signs or symptoms of uncontrolled or decompensated conditions.
- ASA IV patients may not have straight Local without Anesthesia care; they may have MAC or General Anesthesia at the discretion of the Anesthesiologist.
- General and MAC Anesthesia will be administered by Department of Anesthesia providers. Conscious sedation will be administered by any individual provider credentialed to do so.

Procedure Length

- Procedures requiring more than 6 hours of total OR time will need prior authorization by the Medical Director or designee.
- Patients anticipated to have an extended PACU length of stay will need prior authorization by the Medical Director or designee.
- These cases will be scheduled no later than the first case in a physician's block and will be scheduled to end by 3:00pm.

DNR:

- For patient admitted to the surgery center with an active DNR order, the advance directive should be discussed with the patient and/or their family members or caregivers, the surgeon/proceduralist and anesthesia providers to determine whether the do-not-resuscitate orders are suspended or maintained for the surgery or procedure. **Ideally, this should occur before the day of surgery, after the ComPAC or OPAC visit has been completed.**
- Suspending a DNR will be in accordance with the OSUWMC policy for surgery center patients.

< <https://osumc.policytech.com/docview/?app=pt&source=unspecified&docid=118044> >

Malignant Hyperthermia:

Patients with a personal or family history of MH must be reviewed by the Medical Director or Designee.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26



Morbid Obesity Endoscopy

- Patients with BMI > 45 may not have conscious/moderate sedation
- Patients with BMI between 45-55 will need review and final approval from the medical director or designee.
- Endoscopy patient BMI limit is 55.0 regardless of positioning.
- Recorded BMI at the time of the ComPAC or OPAC appointment will be considered in evaluation of cases being cancelled on day of surgery by Attending Surgeon/Proceduralist and Anesthesia.

Hemodialysis:

Hemodialysis patients cannot have procedure/surgery and hemodialysis scheduled on the same day. Either the date of procedure/surgery or dialysis must be changed if they are scheduled for the same day. Variance shall require medical director (or designee) approval.

Ambulation:

Patients must be able to ambulate with minimal assistance including ability to stand up and pivot to cart.

Anesthesia:

General and MAC Anesthesia will be administered by Department of Anesthesia providers. Conscious sedation will be administered by any individual provider credentialed to do so.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Difficult Airway:

Patients with a history of difficult airway / intubation must complete a ComPAC or OPAC evaluation and be approved by the Medical Director or Designee.

Pacemakers / Defibrillators:

- Patients with isolated pacemakers must have the device evaluated by their Cardiologist within twelve (12) months prior to Date of Service. Documentation of interrogation must be readily available.
- Patients with AICD's are considered for MAC Anesthesia/conscious sedation only. Patients must be evaluated by their cardiologist within six (6) months prior to Date of Service. Documentation of interrogation must be readily available and there should be no change in patient's clinical status since last cardiac evaluation. If placing a magnet would deprogram the AICD, these patients would not be candidates for the ASC.

Reference:

Crossley, George H. et al "The Heart Rhythm Society (HRS)/American Society of." *Heart Rhythm* 8.7 (2011): 1114-140. Print.

Michael, Platonov A., MD, Anne Gillis, MD, and Katherine M. Kavanagh, MD. "Pacemakers, Implantable Cardioverter/Defibrillators." *Journal of Endourology* 22.2 (2008): 243-47. Print.

Obstructive Sleep Apnea:

Anesthesiology services will evaluate the appropriateness of outpatient procedures/surgery, given the patient's OSA history, the proposed procedure and the patient's co-morbidities.

- Patients with known diagnosis of OSA that have optimized co-morbid medical conditions will be considered.
- Patients with a presumed diagnosis of OSA based on screening (STOP Bang) questionnaire, and with optimized co-morbid conditions, will be considered for the ASC if postoperative pain can be managed predominantly with non-opioid analgesia.

First Established: 4.22.26

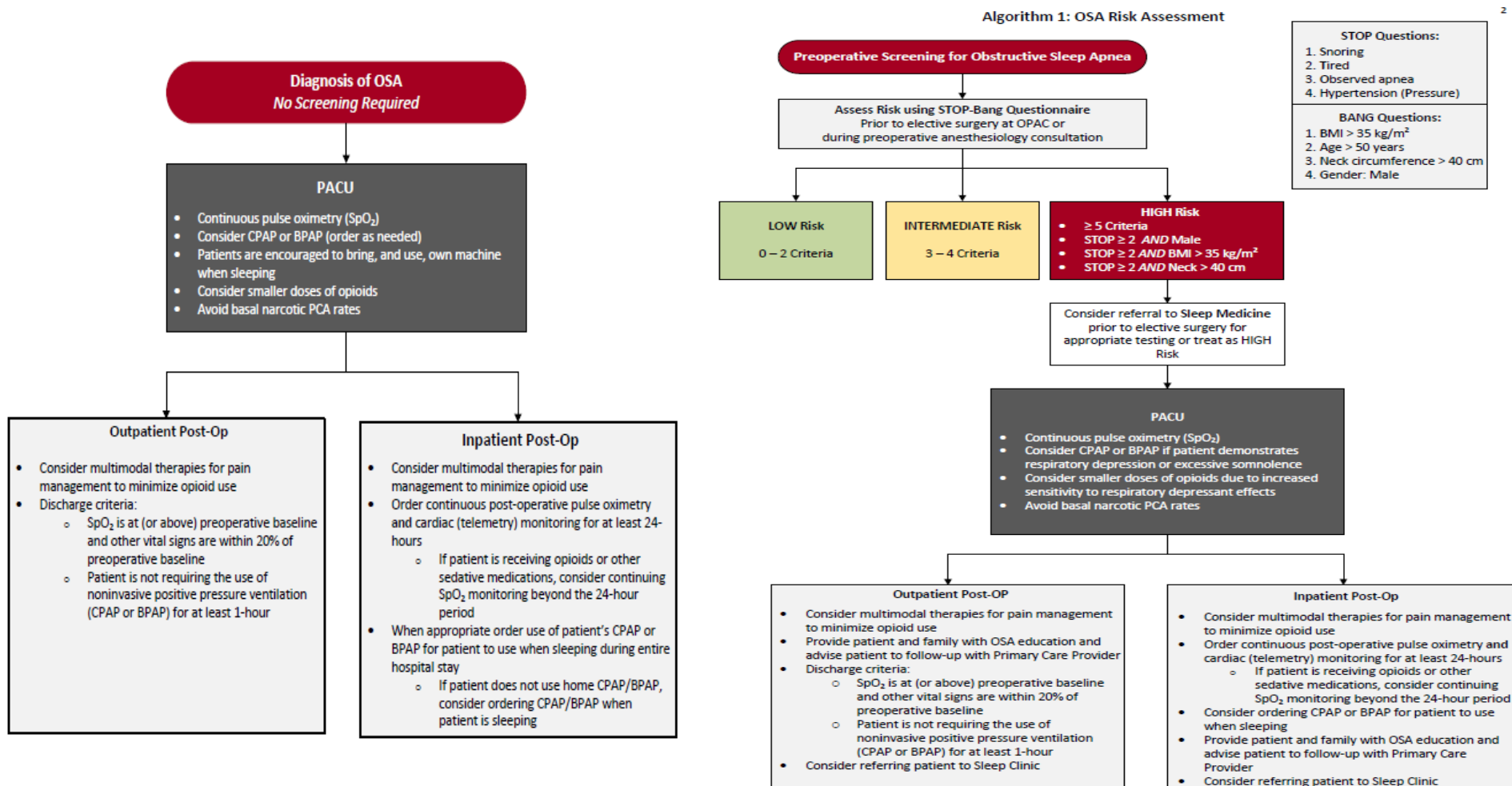
Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Reference:

Stein, E., Das, A., Guertin, M., Dalton, R., Springer, A., Rogers, B., & Heavener, D. (2021). *Perioperative assessment and management of obstructive sleep apnea (OSA): OSUWMC Clinical Practice Guideline*.

<https://onesource.osumc.edu/sites/ebm/Documents/Guidelines/ObstructiveSleepApnea>



First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Isolation Patients/ Infection Prevention:

Patients requiring isolation precautions (droplet, airborne) as defined by medical center guidelines will need approval by the Medical Director or Designee.

Patients requiring contact isolation precautions may be considered as defined by medical center guidelines using appropriate PPE.

Patients with wounds that are bleeding or draining will have sites contained with an occlusive dressing and treated with standard precautions.

[Management of MRSA in Ambulatory Surgical Facilities. \(n.d.\). Management of MRSA in Ambulatory Surgical Facilities. Retrieved from http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%20282%29/Pages/61.aspx](http://patientsafetyauthority.org/ADVISORIES/AdvisoryLibrary/2010/Jun7%20282%29/Pages/61.aspx)

[Guide to Infection Prevention In Outpatient Settings: Minimum Expectations for Safe Care. \(n.d.\). CDC.Gov. Retrieved from](#)

Pregnancy:

- No patient with a known pregnancy may be treated at the ASC.
- All patients of childbearing age with female reproductive organs will submit a urine pregnancy test on the day of surgery. Every attempt will be made to collect urine specimen. If the patient is unable to void, refuses to void, or the patient's legal guardian refuses the pregnancy test, a pregnancy test waiver consent form may be signed by the patient or the patient's legal guardian after a discussion of risks and signature from the anesthesiologist and attending proceduralist.

Developmental Disabilities/Special Needs:

The ASC will be provided an updated History & Physical that includes diagnosis of specific conditions/ syndromes. Along with the H&P, the "Functional Ability Assessment" will be completed. All Developmentally Disabled/ Special Needs patients require Anesthesia approval prior to scheduling.

Toxicology Screen:

All patients who appear to be intoxicated and who test positive on Date of Service for methamphetamines, amphetamines, cocaine &/or alcohol will have their procedure cancelled. Patients testing positive for other drugs will be evaluated on an individual basis.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Preoperative Evaluation:

Patients may undergo pre-operative testing according to the current Pre-Anesthetic Testing Algorithm. Complete pre-operative services are available by a ComPAC or OPAC appointment.

Accompanying Adult:

Patients who have undergone minor, superficial procedures **without sedation** may be discharged at the discretion of their admitting physician. If the procedure performed involves the hand, eye, or foot & impairs their visual acuity, or hand/ foot dexterity to the degree that they cannot operate a motor vehicle, the patient will not be permitted to drive when discharged.

All other patients will require an accompanying adult (18 or more years of age) to provide patient transportation upon discharge. The ASC will recommend that the adult representative remain at the ASC throughout the procedure. Patients will be made aware that the absence of an accompanying adult may result in their procedure being cancelled. Patients found to be without transportation after their procedure will be discharged according to current medical center policy.

Scope and complexity of patient's care needs:

Five Endoscopy suites and Two Procedure rooms located on the second floor of The Ohio State University Outpatient Care Powell servicing the following specialties: Gastroenterology, Hepatology and Nutrition (GHN), General Surgery and open access referrals.

The Center is staffed from 0600AM to 1700PM Monday through Friday, primarily for adult patients requiring surgical intervention under local anesthesia, conscious sedation, monitored anesthesia care, or regional anesthesia.

Patients are admitted to the Center on an ambulatory basis. Patients are required to have the ability to understand and carry out their discharge instructions or have a responsible adult which will assist them in fulfilling these needs.

All procedures performed at the Ambulatory Surgery Center are part of the Core Privileges approved by Ohio State University Wexner Medical Center.

The following types of procedures are not performed at the Center:

- Are associated with the risk of extensive blood loss.
- Require major or prolonged invasion of body cavities.
- Directly involve major blood vessels.
- Are an emergency or life threatening in nature.
- Noted on the CMS Inpatient Only List. This list will be reviewed and updated annually.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Methods used to assess and meet patient's care needs:

Care of all patients experiencing surgical intervention is based on the nursing process and standards from AORN, ASPSN, SGNA and other National Peri-operative organizations supporting the service lines of the Center. Preoperatively, the RN verifies the patient, identifies the patient's special needs, completes a patient assessment and develops a plan of care. Intra-operatively, the RN implements the patient's plan of care and documents on the appropriate medical records (e.g.: Op-Time and hospital approved documents).

Methods used to determine the appropriateness, clinical necessity and timeliness of support services provided directly or through referral

The Circulating RN works collaboratively with the proceduralists, surgeons, anesthesiologists, PACU RN, and the Pre-op Holding RN in assessing, prioritizing and meeting the patient's individual needs. Based on the scheduled procedure and communication with the physician/surgeon and anesthesia, specific patient concerns regarding safety, infection control, positioning, and psychosocial needs are anticipated and met (e.g.: preparation of OR environment for latex allergy patient, isolation protocols implemented, limitation of patients range of motion, need for an interpreter or caregiver for MR/DD patients). The continued need for support is communicated to the receiving unit via the oral transfer report and IHIS documentation. A collaborative effort to improve this communication is ongoing. The success of this method is determined by the achievement of positive patient outcomes, reflected by PI monitors and retrospective chart reviews.

In the event of an identified patient need to receive services not provided at the ASC, the patient will be transferred to the Wexner Medical Center for subsequent evaluation.

Standards of practice/ practice guidelines, when available

The Ambulatory Surgery Center provides services related to elective outpatient procedures servicing from Gastroenterology, Hepatology and Nutrition (GHN), General Surgery and open access referrals at 7171 Sawmill Parkway, Powell, OH 43065. The OSUWMC Board of Directors, the OSUWMC Medical Staff, in conjunction with the Ambulatory Executive Director, Ambulatory Medical Director, Associate Chief Nursing Officer, Sr. Director, Associate and Administrative Directors & Nurse Manager assess, plan, implement, and evaluate the delivery of care and services. The Ambulatory leadership team is responsible for ensuring that the delivery of care provided is consistent with the mission, standards, and policies established for patient care. The Ambulatory leadership team promotes an environment that fosters empowerment through active participation in strategic planning and development of processes that ensure adequacy of services and resources to meet the current and projected community needs, policy establishment, and professional growth.

The objective of The Ohio State University Ambulatory Surgery Center is to deliver excellent surgical, procedural, and anesthesia services to those we serve in accordance with the standards set forth by The Joint Commission, CMS Conditions of Participations for Hospitals and The Vision and Mission statements of The Ohio State University Wexner Medical Center. The Scope of Care is designed to provide appropriate care and services for all patients in a timely manner.

First Established: 4.22.26

Date Last Reviewed: 4.22.26

Date Last Reviewed: 4.22.26

Utilizing a multi-disciplinary approach in the delivery of patient care, our services promote continuous quality and performance improvement activities provided in an environment where collaboration and multi-disciplinary approaches to problem identification and resolution are the expectation. Important criteria and thresholds are measured and continuously monitored through our Quality and Performance Improvement process to optimize patient outcomes and assure the highest level of satisfaction for all our customers. Results of our Quality and Performance Improvement activities are used to improve patient outcomes enhance our services and our staff performance.

Understanding that the provision of health care services is dynamic and fluid; the Scope of Care will be ***reviewed at least annually*** and revised as needed to reflect the changing patient needs, community changes, and or facility needs and initiatives.

APPROVAL OF THE SCOPE OF CARE

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
EXTENDED RECOVERY UNIT FOR OUTPATIENT CARE DUBLIN AND NEW ALBANY CLINICAL
DEPARTMENTS**

Synopsis: Approval of the annual review of the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Extended Recovery Unit for Outpatient Care Dublin and New Albany Clinical Departments, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the scope of care describes services related to elective outpatient procedures at The Ohio State University Ambulatory Surgery Center — Extended Recovery Unit for Outpatient Care Dublin and New Albany Clinical Departments; and

WHEREAS ON July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the scope of patient care services for The Ohio State University Ambulatory Surgery Center — Extended Recovery Unit for Outpatient Care Dublin and New Albany Clinical Departments:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the scope of care for The Ohio State University Ambulatory Surgery Center — Extended Recovery Unit for Outpatient Care Dublin and New Albany Clinical Departments.

OSU AMBULATORY SURGERY CENTER
Scope of Care – Extended Recovery Unit for Outpatient Care Dublin and New Albany
Clinical Departments

Approved By:

X Garrett A. Heard

Dr. J. Heard, MD, MBA
Medical Director, Ambulatory Peri-Operative Services

X Sheryl Burtch 3.27.26

Sheryl Burtch, DNP, MA, RN, NEA-BC
Associate Chief Nursing Officer, Surgical Services

Department/ Patient Care Unit Name: The Extended PACU at The Ohio State University Outpatient Care New Albany and Outpatient Care Dublin - Ambulatory Surgery Centers.

CMS Appendix L -Ambulatory Surgical Centers

- (1) The ASC must have an effective procedure for the immediate transfer, to a hospital, of patients requiring emergency medical care beyond the capabilities of the ASC.**
- (2) This hospital must be a local, Medicare participating hospital or a local, nonparticipating hospital that meets the requirements for payment for emergency services.**
- (3) The ASC must periodically provide the local hospital with written notice of its operations and patient population served**

Approved: July 2022

Date Last Revised: 6.10.25

Date Last Reviewed: 6.10.25, 3.27.26

Definitions:

Extended Recovery: Recovery after a procedure or surgery that is prolonged by 2 hours or longer after surgery.

Non-emergent/Urgent Transfer: Transfer to OSU hospital to provide further testing and diagnosis.

Emergent Transfer: Emergent care is needed to sustain life and is transported by squad to closest facility.

Scheduled ERU Stay: Anticipated extended recovery without complications that would require remaining in the facility for up to 23hrs, 59 minutes.

Unscheduled ERU Stay: Unanticipated extended recovery without complications that would otherwise require a non-emergent/urgent transfer or an emergent transfer.

Extended Recovery Unit Length of Stay:

- Extended amount of recovery prolonged for 2 hours or longer but no more than 23 hours and 59 minutes from the “in pre-op” timestamp.

Types of patients served

- Extended Recovery Unit Patient will meet the following the medical requirements:
 1. Pain Management
 2. Oxygen Saturation (Obstructive Sleep Apnea Management)
 3. Blood Pressure Management
 4. Urinary Retention Management
 5. Non-symptomatic Blood Loss Management
 6. Nausea and vomiting

Accompanying Adult:

One person must always stay with patient (if visitors must switch out: one stays until relieved by the next visitor).

Patient Nutrition:

- Prepared turkey sandwiches will be sent OH Bistro at ASC site.

- o OCNA will pick up on Monday for all sandwiches for the week
- o OCD will pick up on Monday and Wednesday for all sandwiches for the week
- Microwavable soups will be available via shelf stock for each center.
- Frozen foods will be available for special Diets- Kosher, Gluten Free, Vegan.
- Expiration dates on all refrigerated food will be checked Monday, Wednesday, and Friday of each week.
- Expirations dates on all shelf food and snacks, vegan and gluten free patient snacks and diabetic frozen food will be checked pm Friday of each week.

Pharmacy Guidelines:

- Providers will be instructed to educate all patients to bring home medications that cannot be missed in a 23-hour period (exception is pain medication, which the facility will provide).
- Home medications will only be used when not stocked or available by pharmacy.
- All meds will be locked and only be witnessed and documented by nurse.
- If patient has planned extended recovery or if known prior to 2:30pm then the pharmacist will identify the medications, after 2:30pm home medications will be identified by 2 RNs and verified utilizing the reference guide:
<https://online.lexi.com/lco/action/home?siteid=67309>

Lab Guidelines: *After hours waive testing capability:*

- | | |
|-------------|--------------|
| * Glucose | * APL |
| * Potassium | * ALT |
| * Sodoi, | * AST |
| * Co2 | * TBili |
| * Chloride | * ALB |
| * Calcium | * TP |
| * BUN | * Hemoglobin |
| * Creatine | |

Approved: July 2022

Date Last Revised: 6.10.25

Date Last Reviewed: 6.10.25, 3.27.26

Security: Will be provided for both campuses after hours.

Escalation Process for Advanced Practice Professional: The attending Physician will provide contact information (for 1 to 3 persons to be called/paged/texted) on the Surgeon/Physician Pre-operative Checklist Form. for after-hours/ERU questions and concerns. The attending surgeon/physician would be required to list a pager number, cell phone or some contact information on the Surgeon Pre-operative Checklist sheet which would be verified by the Pre-op and PACU nurses.

References:

Gabriel, Rodney A. MD*†; Waterman, Ruth S. MD†; Kim, Jihoon MS*; Ohno-Machado, Lucila MD, PhD* A Predictive Model for Extended Postanesthesia Care Unit Length of Stay in Outpatient Surgeries, Anesthesia & Analgesia: May 2017 - Volume 124 - Issue 5 - p 1529-1536 doi: 10.1213/ANE.0000000000001827

https://journals.lww.com/anesthesia-analgesia/Fulltext/2017/05000/A_Predictive_Model_for_Extended_Postanesthesia.28.aspx

<https://osumc.policytech.com/dotNet/documents/?docid=92753>

Approved: July 2022

Date Last Revised: 6.10.25

Date Last Reviewed: 6.10.25, 3.27.26

**APPROVAL OF THE DIRECT PATIENT CARE SERVICES CONTRACTS AND
PATIENT IMPACT SERVICE CONTRACTS EVALUATION**

OHIO STATE UNIVERSITY HOSPITALS d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the annual review of the direct patient care service contracts and patient impact service contracts for the hospitals at the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including: Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the Ohio State University Hospitals direct patient care services contracts and patient impact service contracts are evaluated annually to review the scope, nature, and quality of services provided to clinical departments and personnel who provide care and services for inpatient and outpatient care at University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital; and

WHEREAS the annual review of these contracts was approved by the Ohio State University Hospital Medical Staff Administrative Committee on June 10, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the annual review of the direct patient care service contracts and patient impact service contracts for University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the annual review of the direct patient care service contracts and patient impact service contracts for University Hospital, Ohio State Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital as outlined in the attached University Hospitals Contracted Services Annual Evaluation Report.

**APPROVAL OF THE DIRECT PATIENT CARE SERVICES CONTRACTS AND
PATIENT IMPACT SERVICE CONTRACTS EVALUATION**

THE OHIO STATE UNIVERSITY COMPREHENSIVE CANCER CENTER
ARTHUR G. JAMES CANCER HOSPITAL AND
RICHARD J. SOLOVE RESEARCH INSTITUTE

Synopsis: Approval of the annual review of the direct patient care services contracts and patient impact service contracts for the Ohio State Comprehensive Cancer Center — James Cancer Hospital and Solove Research Institute, is proposed.

WHEREAS the mission of The James is to eradicate cancer from individuals' lives by generating knowledge and integrating groundbreaking research with excellence in education and patient-centered care; and

WHEREAS The James direct patient care services contracts and patient impact service contracts are evaluated annually to review the scope, nature, and quality of services provided to clinical departments and personnel who provide care and services for inpatient and outpatient care at The James; and

WHEREAS the annual review of these contracts was approved by The James Medical Staff Administrative Committee on July 17, 2026; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the annual review of the direct patient care service contracts and patient impact service contracts for The James:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the annual review of the direct patient care service contracts and patient impact service contracts for The James as outlined in the attached The James Contracted Services Annual Evaluation Report.



CONTRACTED SERVICES EVALUATION

COMPLETED: CALENDAR YEAR 2025

CONTENTS

OVERVIEW.....	2
CONTRACTS BY CATEGORY	2
REGULATION OF CONTRACTED SERVICES.....	3
COMPLIANCE ACTIVITIES	4
DATA COLLECTION	4
IMPROVEMENTS MADE WITHIN THE PAST YEAR.....	5
FOLLOW UP NEEDED.....	5
BETWEEN PROVIDER NUMBERS.....	6
CONCLUSION	6
APPENDIX A– LIST OF EXTERNAL CONTRACTS.....	7
APPENDIX B– SERVICES SUPPLIED TO THE JAMES FROM UNIVERSITY HOSPITAL	14
APPENDIX C – SERVICES SUPPLIED TO UNIVERSITY HOSPITAL FROM THE JAMES.....	15
APPENDIX D- DEPARTMENTS REQUESTING FOLLOW UP	16
APPENDIX E – VENDOR IMPROVEMENTS FROM 2024 EVALUATIONS.....	17

OVERVIEW

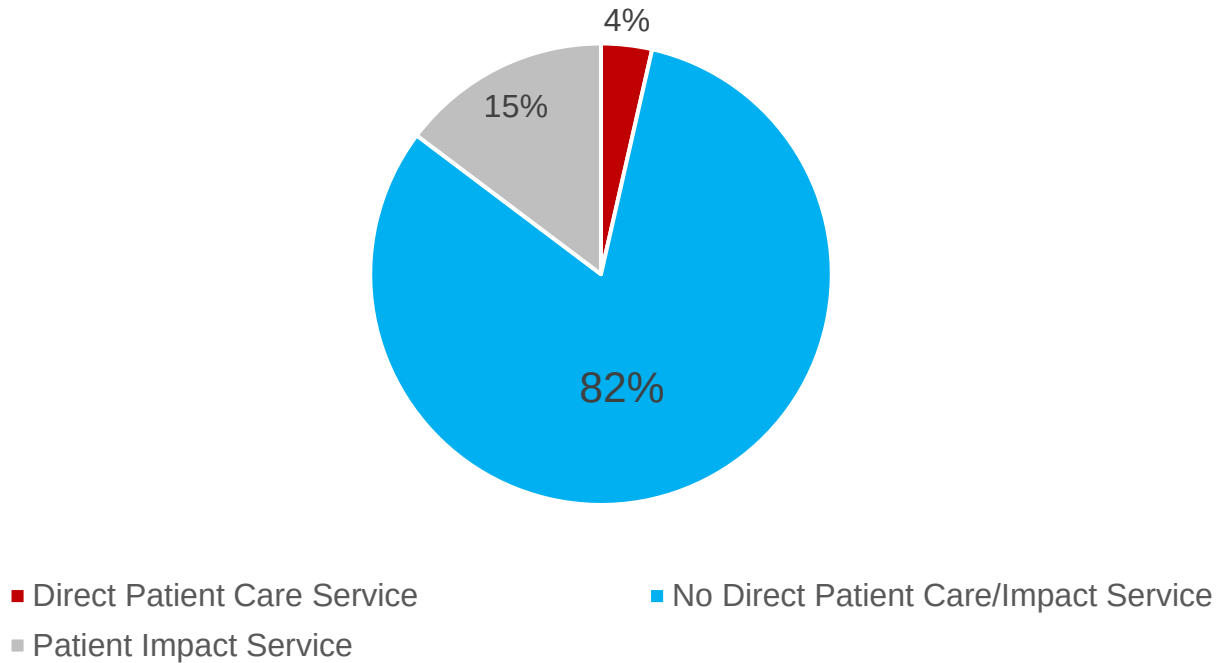
Annually, The Ohio State University Wexner Medical Center (OSUWMC) and Arthur G. James Cancer Hospital and Richard J. Solove Research Institute (The James) complete an evaluation for contracted services. Evaluations are completed for compliance with the Joint Commission's (TJC) Leadership standard – LD.13.03.03 – which states 'Care, treatment, and services provided through contractual agreement are provided safely and effectively' and the Centers for Medicaid and Medicare Services' (CMS) Condition of Participation - 482.12(e) – which states 'The governing body must ensure that a contractor of services (including one for shared services and joint ventures) furnishes services that permit the hospital to comply with all applicable conditions of participation and standards for the contracted services.'

Evaluations are completed for contracts that fall into direct patient care or patient impact service. Direct Patient Care Service is defined as 'Healthcare that involves the examination of patients, treatment of patients, and/or preparation for diagnostic tests and procedures, including services used in the clinical management/diagnosis of the patient'. Patient Impact Service is defined as 'Suppliers of services that effect a patient's environment, typically in the hospital room'. Evaluations are not completed for contracts falling into the supply (suppliers of goods) or no direct patient care impact (suppliers of business services that the hospital and/or clinic use to help manage a specific part of their business but do not have a direct impact on the patient) as these are monitored through normal supply chain processes per policy: [Contract Evaluation Policy](#).

Operational owners were identified and asked to complete a Qualtrics survey for each contract under their oversight. Questions on the survey included overall satisfaction, accrediting bodies, metrics being collected, and if follow-up was needed by Supply Chain or Legal Services.

CONTRACTS BY CATEGORY

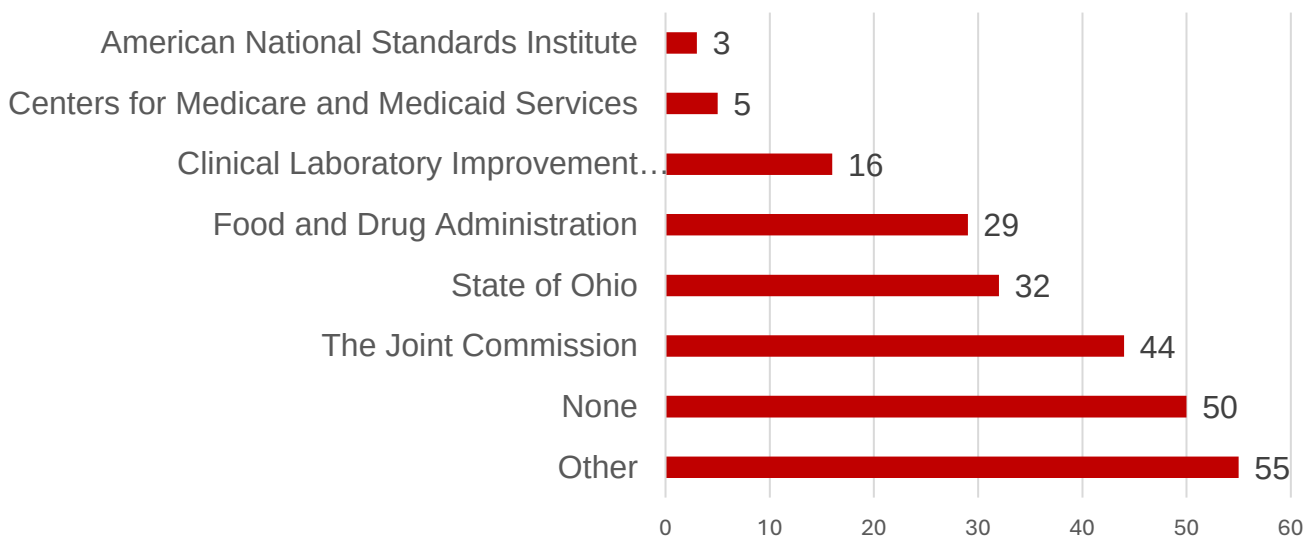
Direct Patient Care Service	Health care that involves the examination of patients, treatment of patients (e.g. nurses, dialysis providers, radiologists) and/or preparation for diagnostic tests and procedures, including services (e.g. remote monitoring) used in the clinical management/diagnoses of the patient.
Patient Impact Service	Suppliers of services that effect a patient's environment, typically in the hospital room (e.g. environmental services, florists, linen, pest control, preventative maintenance)
No Direct Patient Care/Impact	Suppliers of business services that the hospital and/or clinic uses to help manage a specific part of their business but do not have a direct impact on the patient (e.g. outside window washer, auditor, copy machine service contract).



For calendar year 2025, completed evaluations totaled 147. See Appendix A. The overall evaluation completion rate (71%) is a 15% increase from 2024 (56%). The remaining incomplete evaluations have been escalated to leadership for follow-up.

REGULATION OF CONTRACTED SERVICES

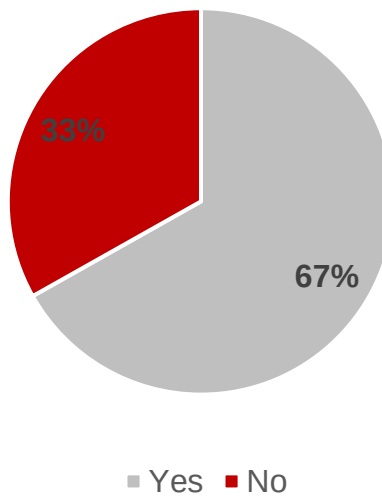
WHAT REGULATORY BODY IS THE CONTRACTOR/VENDOR ACCREDITED, LICENSED, OR CERTIFIED BY?



Other regulatory bodies included the City of Columbus, the Drug Enforcement Agency, Accreditation Council for Graduate Medical Education, and Association of Air Medical Services.

COMPLIANCE ACTIVITIES

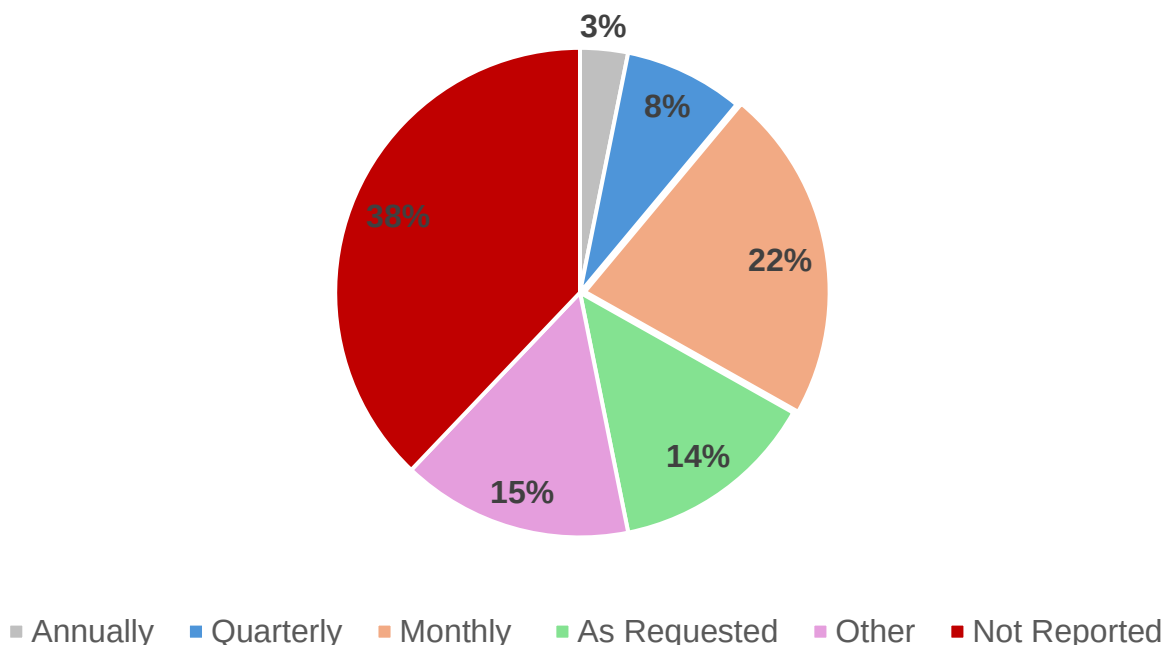
ARE PERFORMANCE/QUALITY METRICS BEING COLLECTED?



Per the Contract Evaluation policy, operational owners of direct patient care services contracts shall provide and attest to maintain position descriptions, assure licensure, registration, or certification requirements, provide orientation, provide competency assessments, provide and certify on-going education, conduct performance appraisals, and conduct competency evaluations. A secondary review is underway for questions in this section with a “No” response to determine if that answer is appropriate based on the type of service provided.

DATA COLLECTION

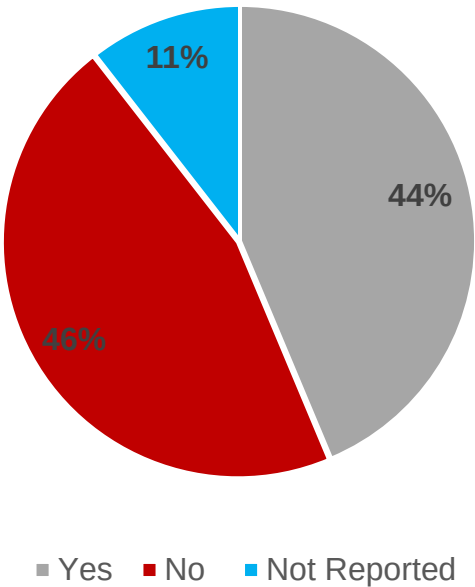
ARE PERFORMANCE/EFFICIENCY/QUALITY METRICS BEING COLLECTED?



Due to the number and variety of contracts, data collection methods and time periods vary across the enterprise. Operational owners are tasked with determining the best method and time period to optimize evaluation of each contract. As shown in the above chart, data collection is largely monthly or another method determined by the operational owner and vendor. Follow up with contract owners will include emphasis on The Joint Commission LD. 13.03.03, element of performance 2 requirement that 'The governing body is responsible for all services provided in the hospital, including contracted services. The governing body assesses that services are provided in a safe and effective manner and takes action to address issues pertaining to quality and performance.'

IMPROVEMENTS MADE WITHIN THE PAST YEAR

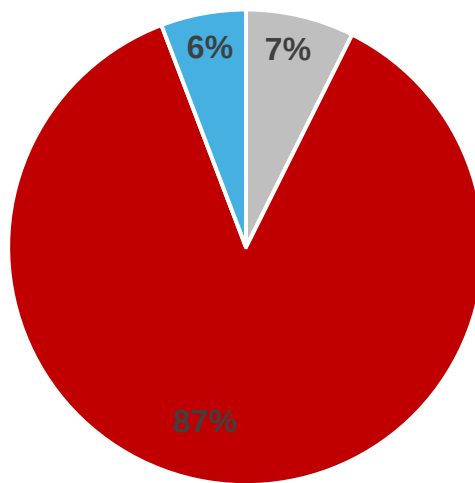
DID THE CONTRACTOR/VENDOR MAKE ANY IMPROVEMENTS IN THE PAST YEAR?



Overall, 44% of respondents reported improvements within the past year, which remains consistent from CY2024. Improvements included additional report capability, upgraded ambulances, promptly addressing issues, implementation of reporting dashboards, return to in-person training, and reduced wait times.

FOLLOW UP NEEDED

WOULD YOU LIKE SUPPLY CHAIN TO FOLLOW UP WITH YOU TO ADDRESS CONCERNS ABOUT THIS CONTRACTOR/VENDOR?



■ Yes ■ No ■ No Response

A list of the departments that requested follow-up is listed in [Appendix D](#).

BETWEEN PROVIDER NUMBERS

SERVICES PROVIDED BETWEEN PROVIDER NUMBERS

OSUWMC purchases and evaluated twenty-one (21) services from The James. Those services include but are not limited to Infusion, Pastoral Care, Interventional Radiology, and Chemotherapy Nurse Float Pool. [See Appendix C](#).

The James purchases and evaluated twenty-seven (27) services from OSUWMC. Those services include but are not limited to Medical Information Management, Nutrition, Legal, and Registration. [See Appendix B](#).

CONCLUSION

Compliance activities and data collection is taking place for most contracts with oversight from a regulatory body. Efforts continue to standardize the reporting cadence and type of data being collected.

Almost half of the respondents reported improvements within the past year which represented a significant increase from last year's evaluation.

Follow up has been requested for a small portion of the contracts evaluated.

APPENDIX A – LIST OF EXTERNAL CONTRACTS

Contract Name	Description
3M COMPANY	MedSurg Commit 3M Housekeeping and Laundry Chemicals
A&R Pest Solutions, LLC.	Pest Control Services - OSUWMC Ambulatory
ABBOTT LABORATORIES INC	M2000 Equipment Service
Abigail D Merriam	Abigail D. Merriam contract for James Care for Life
ACELIS CONNECTED HEALTH SUPPLIES	VADWatch Data Access & Patient Remote Monitoring Services
ADAIR,JEFFREY ROBERT	Chaplaincy Services
ADVANCED STERILIZATION PRODUCTS	Service Agreement Amendment Schedule A
AGILITI HEALTH INC	Specialty Bed Rental Service (Not including Vertical Beds) amendment added 2020 to add services of preventative maintenance and repair / bed shop
AIR FORCE ONE INC	HVAC, Preventative Maintenance and Repair, Services, Parts and Equipment
Alliance Healthcare Solutions LLC	Staffing Services
AMER NAT RED CROSS & ITS CONST CHAP & BR	Therapeutic Apheresis
AMERICAN KIDNEY STONE MANAGEMENT LTD	Extracorporeal Shockwave Lithotripsy Equipment and Technician Rental
AMERICAN MESSAGING SERVICES LLC	Pagers
AMERICAN ORTHOPEDICS INC	American Orthopedics Inpatient Bracing and Orthotics
ARJO INC	bed and support surfaces for rental... rotoprone specific
ARUP LABORATORIES	ARUP Commercial Reference Lab Testing and Services
ASIST TRANSLATION SERVICES INC	Interpretation Services
AYA HEALTHCARE INC	HR AYA MSA Agreement
Barclay Water Management, Inc.	water treatment
BARTON MALOW CO	General Trades for Repair and Maintenance and Painting
BOILER TECH INC	Boiler PM & Repair Supplier - Building Assignments in contract
BRAINLAB INC	Curve Navigation Service Agreement - UH Main - Attached To Airo CT - 7 year agreement
BROCON CONSTRUCTION INC	General Trades for Repair and Maintenance and Painting
BUTTERFLY NETWORK INC	Ultrasound Probes
Care.AI	Care.AI license agreement
CARL ZEISS MEDITEC INC	Forum Licenses
CATHOLIC DIOCESE OF COLUMBUS	Chaplaincy service contract 2024
CBORD GROUP INC	The CBORD Group Food Service Software

Contract Name	Description
CEMS OF OHIO INC	MedCare Transportation Contract
CHAMPA,LANE	Lane Champa contract for James Care for Life
Chanl Health	Master agreement for Chanl Health Connect Software platform
Chapel Electric Co LLC	Low Voltage under 600 amp Electrical Services
Chapter Advisory LLC	Chapter Partner For Medicare Service agreement
CHEM AQUA INC	Chem-Aqua Water Treatment
CISCO SYSTEMS INC	Cisco Call Manager EA
CITY APPAREL INC	Operating Room Scrub Rental Distribution and Dispensers
Claypool Electric	Low Voltage Electric PM and Service
CLINICAL COMPUTER SYSTEMS INC	Software and Service
Collective Medical Technologies Inc	This agreement is a pilot program for care management of patients transitioning from inpatient to post-acute stays.
COLLEGE OF AMERICAN PATHOLOGISTS	EPIC Document Templates
COMMERCIAL PARTS & SERVICE OF OHIO INC	Ice Machine PM and Repairs
CONNEXALL USA INC	IT Alarm Management System Software
CONSENSUS MEDICAL SYSTEMS INC	VascuPro Support
CRA HEALTH LLC	breast cancer risk assessment Software
CRNA LOCUM LLC	HR Temp Staffing - CRNA
CRYSTAL CLEAN POWER WASH &PAINT SERVICE	General Trades for Repair and Maintenance and Painting
DASCO CAPITAL OHIO LLC	DME
DAY FUNERAL SERVICE	Morgue Services
DEAF SERVICES CENTER INC	Interpretation Services
DEBRA-KUEMPEL INC	HVAC, Preventative Maintenance and Repair, Services, Parts and Equipment Assignments for PM Brain and Spine Doan Hall Harding Rhodes Hall NO CHILLERS
EC2 SOFTWARE SOLUTIONS LLC	Radiation Oncology Software
EDM XPRESS CLEANING SOLUTIONS LLC	Housekeeping and flushing services
Elevate PFS Holdings Inc	Medicaid Eligibility Service RFP Contract
ELFORD INC	General Trades for Repair and Maintenance and Painting
ELITE CONSTRUCTION DESIGN MANAGMENT LLC	General Trades for Repair and Maintenance and Painting
EMORY UNIV	Emory Medical Laboratories Service Agreement 2016
EPIC SYSTEMS CORPORATION	EMR Software
EUROFINS VIRACOR	At home CMV testing

Contract Name	Description
FB Olentangy Suite LLC	Hotel Service for Patient Lodging Program - Fairfield Inn & Suites Columbus
FERGUSON CONSTRUCTION COMPANY	General Trades for Repair and Maintenance and Painting
Floyd Lee Locums Inc	HR OSUP - Locums + Advanced Practice Staffing
FOLLETT LLC	Follett Ice Makers, Water, and Ice Dispensers
FORTEC MEDICAL INC	Laser Rental and Technician Labor Services
FRED HUTCHINSON CANCER CENTER	Reference lab agreement - Seattle Cancer Care Alliance
FRESCO FOOD GROUP LLC	Nutrition Services GUEST RESTAURANT
FRESENIUS USA MARKETING INC	Fresenius Dialysis Machine Service Agreement
FUJITEC AMERICA INC	Elevator PMs and Repairs
GE HEALTHCARE	GE Healthcare Echo Pacs
GE HEALTHCARE IITS USA CORP	GE Centricity CVIS Cath Lab
GEBHART, JENNIFER KAY	Jamescare for Life (JENNIFER KAY GEBHART)
GEIGER BROTHERS INC	HVAC PM AND REPAIR CONTRACT. 2025-IND-254-RFP
GENEDX INC	Reference Lab Agreement
Georgia-Pacific Consumer Products LP	MedSurg Commit Georgia Pacific Sanitary Paper
GILBANE BUILDING COMPANY	General Trades for Repair and Maintenance and Painting
GLOBUS MEDICAL INC	Globus EHUB E3D Spine Navigation
Heartistic Transformations Art Therapy	Jamescare for Life (HEARTISTIC TRANSFORMATIONS ART THERAPY)
HILSCHER-CLARKE ELECTRIC COMPANY	Low Voltage Electrical Service
Histotrac - One lambda - Thermo Fisher Scientific	Lab Software
HMPC A JOINT VENTURE	The James, IPH, Rhodes Hall, Doan Hall, Brain and Spine, Ross Hall HVAC Preventative Maintenance and Repair - enterprise wide if needed.
HRS	Fisher Healthcare Lab Distribution Acute
HUDMED LLC	Supplier provides OR deep cleaning services
ICON Exchange LLC	HR OSUP - Locums + Advanced Practice Staffing
IMPEDIMED INC	License for three Sozo Systems
INSPIRATA INC	Digital Pathology Outsourcing Hardware, Software and Services
Integra Testing	HVAC Air Balance Services
INTOUCH TECHNOLOGIES INC	Telemedicine Software and Hardware
INTUITIVE SURGICAL INC	Agreement 408906 - Xi Surgeon Console and a SimNow Skills Simulator Loaner Agreement Amendment to extend
iThink	CliniThink MLA, EULA, SOW, and Order Form
J & J COATINGS LLC	General Trades for Repair and Maintenance and Painting

Contract Name	Description
Jackson & Coker Locum Tenens LLC	HR OSUP - Locums + Advanced Practice Staffing
Janet Wiltjer	Jamescare for Life (JANET WILTJER)
Jeff Adair	Chaplaincy Services
Jimmy McFadden	Chaplaincy Service Contract
Joanna Samuelson	Chaplaincy Services
JOHNSON & FISCHER INC	General Trades for Repair and Maintenance and Painting
JOHNSON & JOHNSON HEALTH CARE SYSTEMS	Biosense Webster Carto SmartAblate PSA
JOHNSON CONTROLS INC	Fire suppression enterprise wide OSUMC. managed by OSUMC FOD
KAHOE	Air Balance Supplier
KARL STORZ ENDOSCOPY-AMERICA INC	KARL STORZ ON-SITE ENDOSCOPIC SPECIALIST SERVICES AGREEMENT (not temporary services)
KCI USA INC	Wound VAC Agreement Final
Kelly Vaughn	Kelly J. Vaughn contract for James Care for Life
KHINexspan LLC	Patient Rail Supplier
KIDRON ELECTRIC INC	HVAC Services - Wooster company - Joint bid OSUMC lead
KONE INC	Elevator PMs and Repairs
KOUSTIC KLEAN INC	Supplier provides services for air duct cleaning and nutritional services area cleaning of equipment.
KREG THERAPEUTICS INC	verticalization/standing and tilt bed
Kristin Schoeff	Jamescare for Life (SCHOEFF,KRISTIN)
LAB ONE INC	Quest Diagnostics Laboratory
LANGUAGE LINE SERVICES INC	Interpretation Services
LAUREL BRIDGE SOFTWARE INC	Subscription Agreement
Laurel Health Care Company	Skilled nursing facility service contract
LEGACY MAINTENANCE SERVICES LLC	Terminal Cleaning and Maintenance for all phases of IPH until hand off.
Legion Healthcare Partners, LLC	Proton Therapy Billing Consulting Service Contract
LEICA MICROSYSTEMS INC	Leica Bond Interface Software
LEPI ENTERPRISES INC	Abestos Abatement Services
Lester, Michael	Music Service for James Care for Life
Living Story Tattoo L.L.C.	Tattoo service for breast cancer patients
Lyft Healthcare Inc	Transportation Services
LYNKARE INC	James Tumor Board Software Solution
MAKO SURGICAL CORP	Stryker Mako Robot PM and Service
MARTIN CARPET CLEANING CO INC	Floor Mat Rental Services
Mason, Donald Asa	Donald Mason Chaplaincy Service Contract
MCG HEALTH LLC	OSUHP MCG Health
MEDICAL GRAPHICS CORPORATION	OSU BreezeConnect MU
MEDLINE INDUSTRIES INC	Medline EBSI Risk Share Agreement

Contract Name	Description
MEDTRONIC USA INC	Touch Surgery DS1 Enterprise Agreement
MERRIAM, ABIGAIL D	Abigail D. Merriam contract for James Care for Life
MESSER LLC	Messer Bulk Medical Gases
MID AMERICAN CLEANING CONTRACTORS INC	Custodial Services for Ambulatory, Rehab, and other clinical spaces Floor cleaning included per amendment
MIDWEST ELEVATOR COMPANY INC	Elevator PMs and Repairs (including ATS)
MORGAN SERVICES INC	Linen and uniform laundry
MRG INC	3rd Party Post Discharge RFP Software solution
MyMobility	MyMobility Agreement
Nationwide Children's Hospital Inc	Nationwide Childrens Hospital Pediatric Echocardiograms
NEUROVIRTUAL USA INC	Sleep Lab Neurovirtual Software
NEXSPAN HEALTHCARE LLC	Patient Rail Supplier
NUVASIVE CLINICAL SVCS MONITORING INC	IONM Service
OHIO HEATING & REFRIGERATION	HVAC, Preventative Maintenance and Repair, Services, Parts and Equipment PM East
OHIO MEDICAL TRANSPORTATION INC	Air and Ground Transport Services
OhioHealth Corporation on behalf of its Riverside Methodist Hospital, Grant Medical Center and Dublin Methodist Hospital	Grant (Ohio Health) Master Affiliation LOA and Extension For Resident Rotation
Olentangy C-Bus Buckeye LLC	Hotel Service for Patient Lodging Program - Fairfield Inn & Suites Columbus
PALADIN HEALTHCARE LLC	Patient Rail Purchase
PATHOLOGISTS ASSISTANT CONSULTING LLC	HR Locums Contract
Patricia Riley	Patricia A. Riley contract for James Care for Life
PAXMAN US INC	Paxman Scalp Cooling Agreement
PBJ CONNECTIONS INC	Jamescare for Life (PBJ CONNECTIONS INC)
PLUNKETTS PEST CONTROL INC	Pest Control Services - Joint Contract
PREMIER GENERAL CONSTRUCTION LLC	General Trades for Repair and Maintenance and Painting
PREVENTATIVE MAINTENANCE SERVICE OF OHIO	Max spend \$75k
PRINGLES INC	Air Duct Cleaning Joint commission requirement
PROCEPT BioRobotics Corporation	PROCEPT HYDROS Robotic System
PRO-FLOW PLUMBING AND DRAIN CLEANING	Drain Cleaning
Proprio INC	Proprio Evaluation Agreement
PROVATION MEDICAL INC	Imaging Software License
Quest laboratory Diagnostic (Lab One)	Quest Diagnostics Care360 Data Exchange Technology Software
RENTOKIL NORTH AMERICA INC	Pest Control Services - University

Contract Name	Description
REZOD LLC	General Trades for Repair and Maintenance and Painting
RHOADS CONSTRUCTION INC	General Trades for Repair and Maintenance and Painting
Robert Daron Larson	Independent contract for services for Jamescare for Life
ROBERTS SERVICE GROUP INC	Electrical Services
ROCKWOOD BUILDERS LTD	General Trades for Repair and Maintenance and Painting
RUSCILLI CONSTRUCTION CO	General Trades for Repair and Maintenance and Painting
SCHOEFF,KRISTIN	Jamescare for Life (SCHOEFF,KRISTIN)
SDG PARTNERS LLC	Nutrition Services GUEST RESTAURANT
SENTRY IMAGING SERVICES LLC	MRI/CT CLEANING SERVICES
SETTERLIN BUILDING COMPANY	General Trades for Repair and Maintenance and Painting
SIEMENS MEDICAL SOLUTIONS USA INC	Share360 Master Service Agreement + Service Schedule
SMITHS MEDICAL ASD INC	Pump Software for Pharmacy
STAFF CARE INC	HR OSUP - Locums + Advanced Practice Staffing
STERICYCLE INC	Comprehensive Proactive Sharps Disposal Service with Reusable Containers and regulated waste
Sweet Cleaning Solutions LLC	Pharmacy terminal cleaning services
SYSTEMLINK INC	SystemLink Tissue Typing Software
Tamar Sorin	Independent Contractor for James for Life
TEDESCO AND AFFILIATES LLC	DonorSearch - A grateful patient screening SW to provide wealth capacity ratings for our patient population
TEEMOK CONSTRUCTION INC	General Trades for Repair and Maintenance and Painting
TELEFLEX LLC	Preventative Maintenance Autocat 2 Wave, 9 units
THAI PALACE INC	Nutrition Services Guest Restaurant
THE KINGS CLEAN LLC	Custodial Services for Ambulatory, Rehab, and other clinical spaces
The Laser Institute	
THINK Surgical Inc	TMINI Miniature Robotic System Sales Agreement
THYSSENKRUPP ELEVATOR CORP	Elevator PMs and Repairs (including AGVs)
Tony Cornett	Tony Cornett Chaplaincy Contract
TOWER EQUIPMENT CO INC	Ameriwater Service Agreement- Main Campus Central and Portable ROs
TOWNE PARK HOLDINGS	Valet Service
TP MECHANICAL CONTRACTORS INC	HVAC, Preventative Maintenance and Repair, Services, Parts and Equipment
Translogic Corporation d/b/a Swisslog Healthcare and affiliates	Pneumatic Tube System Support and Maintenance

Contract Name	Description
TRANSPARENTLY LLC	Loyal Health - Transparently SW for Marketing
TRIMBLE CONSTRUCTION COMPANY LLC	General Trades for Repair and Maintenance and Painting
TRINITY GUARDION LLC	Pricing agreement and SOW for bed and stretcher mattress inspection
UNIVERSAL PROTECTION SERVICE	Security Staffing weapons detection
UPMC PRESBYTERIAN SHADYSIDE INC	UPMC Reference Lab Agreement
US TOGETHER INC	Interpretation Services
VANCE,RAY A	Chaplaincy Services
VAUGHN,KELLY J	Kelly J. Vaughn contract for James Care for Life
VERNON INC	Curtain Cleaning Services 2025-IND-235-RFP
VERSITI INDIANA INC	Master with Addenda
VIDATAK LLC	Patient Communication App, Picture Board
VISTA Staffing Solutions, Inc	HR LOCUMS SEARCH AND PLACEMENT
VITAL IMAGES INC	Medical Imaging Products Licenses
VITAL IMAGES INC - 4017.11844C	Medical Imaging Products Licenses
VIZ AI INC	CT Angiogram and CTP AI Software
WELLSENSE INC	Three year service and pad replacement agreement for Wellsense VU system.
Wellsky	Wellsky Master agreement for Careport
WILSON,DAVID A	Chaplaincy Services
WILTJER,JANET	Jamescare for Life (JANET WILTJER)
WISER TRANSFORMATION	General Trades for Repair and Maintenance and Painting
ZIMMER US INC	MyMobility Agreement

APPENDIX B – SERVICES SUPPLIED TO THE JAMES FROM UNIVERSITY HOSPITAL

Service
Ancillary Float Pool Services
Behavioral Emergency Response Team Services
Care Management Services
Central Sterile Processing
Clinical Engineering Services
Credentialing Services
Dialysis and Apheresis Nurse Services
Fetal and Uterine Nurse Monitoring Services
Heart and Vascular Services
Interventional Radiology Call Services
Interventional Radiology Technician Services
Laboratory Services
Legal Services
Medical Information Management
Nursing Float Pool Services
Nutrition Services
Occupational Health and Wellness
Ohio Department of Rehabilitation and Corrections Nursing Services
Pastoral Care Services
Pharmacy Services
Physician Advisor Services
Radiologic Services
Registration Services
Rehabilitation Services
Respiratory and Pulmonary Services
Security
Solid Organ Transplant Nursing Services

APPENDIX C – SERVICES SUPPLIED TO UNIVERSITY HOSPITAL FROM THE JAMES

Service
Ancillary Float Pool Services
Apheresis and Dialysis Nurse Services
Chemotherapy Nurse Float Pool Services
Emergency Oncology Pod Services
Environmental Management Services
Equipment Distribution
High-Level Disinfection and Ambulatory Sterilization
Infusion Nurse Services
Interventional Radiology
Interventional Radiology Call and Patient Clinic Services
Interventional Radiology Technician Services
Laboratory Services
Management Of Perioperative Services
Materials Management
Nursing Float Pool Services
Nutrition Services
Pastoral Care Services
Perioperative Policy and Procedure Support Services
Pharmacy Services
Radiologic Services
Wound Ostomy Services

APPENDIX D– DEPARTMENTS REQUESTING FOLLOW UP

Department	Vendor	Reason for Request
Perioperative Services	City Apparel	Equipment reliability
Laboratory	Histotrac	Software validation
Facilities	Midwest Elevator	Invoice timeliness
Women and Infants	Nationwide Children's Hospital	Agreement needs updated.
Neurosurgery	Proprio	Trial period ending

*Follow up requests have been sent to Supply Chain for resolution.

APPENDIX E– VENDOR IMPROVEMENTS FROM 2024 EVALUATIONS

Vendor	Improvement(s) Made
Abigail D Merriam	Assisted in developing new Gentle Yoga programming.
Advanced Sterilization Products Services Inc.	Resolved equipment issues with reader by issuing replacement equipment.
Agiliti	Moved to onsite storage space for quicker deliveries at Ackerman
Air Force One	Standardized and documented review of performance and quality metrics.
American Red Cross	Arrival to unit
Aya	KPI improvements in contractual areas.
Boiler Tech Inc	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent, higher-quality work.
Carl Zeiss	System upgrades completed at least yearly with additional patching throughout the year.
Catholic Diocese of Columbus	We increased our priest coverage to ensure 7 day a week coverage.
CBORD Group Inc	Upgrade to cloud-based service
CEMS of Ohio Inc.	Upgrade of actual ambulances (fixed asset) to replace significantly aged vehicles.
City Apparel	More on site support
Clinical Computer Systems	System upgrades at least yearly with regular patching throughout the year.
College of American Pathologists	Preventative maintenance updates as required by accreditation agencies
Connexal USA INC	Standard bug fixes and patching
DASCO Home Medical Equipment	Improvements were made to the following: respiratory referral process; spinal bracing offerings; pulmonary device supply replenishment process
Day Funeral Services	Day Funeral Service has improved its process for providing decedent documentation for private autopsy pick-ups by ensuring that a copy of the decedent's state ID is obtained to confirm proper identification prior to transport.
Deaf Services Center INC	They have switched to using a dashboard instead of just emails so that we can now easily look up interpreter coverage by date and time.
Debra-Kuempel INC	The contractor improved performance by addressing issues promptly, improving communication, and delivering consistent, quality work.
Donnie Mason	Donnie has improved on taking more shifts and flexibility of schedule
EC2 Software solutions	updated drivers and reports as well as new version installed across our organization
Elevate	This is a new vendor, so improvements are made consistently
Epic Systems Corporation	Quarter releases with hundreds of enhancements, fixes and changes.

Vendor	Improvement(s) Made
Fortec Medical Services	Per agreement and added to the contract, they are providing service documentation for the lasers they bring into OSUWMC facilities.
Fujitec	Fujitec has made some improvement on the punch list items for the University Hospital.
GE Healthcare	Enhancements, bug fixes/patches
GE Healthcare	Major upgrade to MUSE NX which has many enhancements and abilities to work with new machines
Geiger Brothers INC	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent, higher-quality work.
Heartistic Transformations Art Therapy	Assisted in developing a Healing Through Art program specific to caregivers for National Caregivers Month.
Hilscher-Clarke Electric Company	Vendor had an issue with performing work without notifying site stakeholders. After sharing the expectation of communication, vendor began contacting stakeholders prior to taking equipment offline.
Hisstotrac	Helping us undergo windows 11 validation and upgrading the software version.
HMPC (Joint Venture)	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent, higher-quality work.
HRS	Standard preventive maintenance and bug fixes and patches.
Integra Testing	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent, higher-quality work.
Intuitive Surgical	Many of the updates include software, new instrumentation, and telepresence capabilities.
Jeff Adair	Jeff has improved at being on time and requesting time off or exchanges in advance
Jennifer Gebhart	Assisted in the development of new Gentle Yoga programming.
Jimmy McFadden	Jimmy has improved his timesheet and schedule submission. He is also improving his communication hand offs.
Joanna Samuelson	Joanna asked more questions and followed up with concerns.
Johnson Controls Inc	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent work.
KAHOE	Performance improved by addressing prior issues promptly, improving communication, and delivering consistent, higher-quality work.
Language Line Services	they have lowered the wait times for several languages including Haitian creole, which has become one of our top languages.
Laurel Bridge	Enhancements, bug fixes/patches
Laurel Health Care Company	On-site review by consultant to determine areas for improved communications between the SNF facility staff and the Ohio State clinical teams.

Vendor	Improvement(s) Made
Lyft Inc/Lyft Healthcare Inc	the addition of Lyft Assist
Midwest Elevator	They have been improving response time.
Nexxspan Healthcare LLC	Input was provided regarding product that was delivered that didn't work as well as it could have. The vendor voluntarily came to our site and made modifications to the product to achieve the desired results
Ohio Heating & Refrigeration	improved addressing issues promptly, improved communication, and consistent, high-quality work.
Ohio Medical Transportation Inc.	Refined certain transport base operations to be more efficient and sold one helicopter that was not necessary.
Patient Experience	Meeting with Endo and OR to help improve customer service
Paxman Scalp Cooling	Temporary codes were replaced with permanent charge codes
Plunkett Pest Control	Decreased bug problem
Preventative Maintenance Service of Ohio	The contractor improved by addressing issues promptly, improved communication, and delivering consistent, high-quality work.
Pringles Inc	The contractor improved performance by addressing prior issues promptly, improving communication, and delivering more consistent, higher-quality work.
Proprio INC	Improved registration
Provation Medical Inc	Quarter Updates to system including bug fixes and patches.
Roberts Service Group	This Vendor became more reliable by increasing their communication overall.
Siemens Medical Solutions	Enhancements, standard bug fixes/patches
Smith's Medical	System upgrade to allow multiple users to access/edit drug libraries. System upgrade for FDA recall compliance.
Stericycle	We have been meeting weekly to fix accounting and invoicing errors to ensure that service is not disrupted
Teladoc (formerly InTouch Technologies)	Continued platform advancements with some items we currently do not use or need. Enhanced carts with lower price point.
Teleflex	They had stopped in person training during COVID and started that back up in the past year.
The Laser Institute	Vendor provides access to training materials via a website as well as access to staff training completions
Tony Cornett	Tony is one of the newer contractors and has continued to improve on understanding, policies, and procedures.
Towne Park/Health	Staffing levels have improved, based on productivity. Top management levels have been provided, standardization of parking, movement and lane controls.
Translogic	much tighter controls have been added to the PM schedules and emergency response to system issues.
Trinity Guardian	For bed barriers, they have been working on an easier identification process for front line staff that correlates with the physical bed.

Vendor	Improvement(s) Made
University Hospital Radiology	improvements in dashboard, TAT metrics for some modalities, staffing at each site
US Together Inc	While the proportion of appointments they are able to fill has not increased, the number of appointments they are able to fill has increased this year.
Versiti Indiana Inc	Review and update of standing order and bought out Community Blood Center of Dayton.
Vital Images	Enhancements, bug fixes, patches
Viz AI	Added modalities, enhancements, bug fixes/patches

APPROVAL OF THE CONTRACTED SERVICES EVALUATION

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
OUTPATIENT CARE NEW ALBANY**

Synopsis: Approval of the annual review of the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the contracted services are evaluated annually to review the scope, nature, and quality of services provided to clinical departments and personnel who provide care and services for the mission of The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the annual review of the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care New Albany.

APPROVAL OF THE CONTRACTED SERVICES EVALUATION

**THE OHIO STATE UNIVERSITY AMBULATORY SURGERY CENTER
OUTPATIENT CARE DUBLIN**

Synopsis: Approval of the annual review of the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through the provision of high-quality patient care; and

WHEREAS the contracted services are evaluated annually to review the scope, nature, and quality of services provided to clinical departments and personnel who provide care and services for the mission of The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin; and

WHEREAS on July 28, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board approve the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby approve the annual review of the contracted services for The Ohio State University Ambulatory Surgery Center — Outpatient Care Dublin.



**CONTRACTED SERVICES EVALUATION
NEW ALBANY AND DUBLIN SURGERY CENTERS
COMPLETED: CALENDAR YEAR 2025**

CONTENTS

OVERVIEW.....2

CONTRACT OVERVIEW.....2

CONCLUSION3

OVERVIEW

Annually, The Ohio State University Wexner Medical Center (OSUWMC) Dublin Ambulatory Surgery Center (DASC) and New Albany Ambulatory Surgery Center (NAASC) complete an evaluation for contracted services between the provider numbers. Evaluations are completed for compliance with The Joint Commission's (TJC) Leadership standard – LD.13.03.03 – which states 'Care, treatment, and services provided through contractual agreement are provided safely and effectively' and the Centers for Medicaid and Medicare Services' (CMS) Condition of Participation - 482.12(e) – which states 'The governing body must ensure that a contractor of services (including one for shared services and joint ventures) furnishes services that permit the hospital to comply with all applicable conditions of participation and standards for the contracted services.

Evaluations are completed for contracts that fall into direct patient care or patient impact service. Direct Patient Care Service is defined as 'Health care that involves the examination of patients, treatment of patients, and/or preparation for diagnostic tests and procedures, including services used in the clinical management/diagnosis of the patient'. Patient Impact Service is defined as 'Suppliers of services that effect a patient's environment, typically in the hospital room'. Evaluations are not completed for contracts falling into the supply (suppliers of goods) or no direct patient care impact (suppliers of business services that the hospital and/or clinic use to help manage a specific part of their business but do not have a direct impact on the patient) as these are monitored through normal supply chain processes per policy: [Contract Evaluation Policy](#).

Operational owners were identified and asked to complete a Qualtrics survey for each contract under their oversight. Questions on the survey included overall satisfaction, accrediting bodies, metrics being collected, and if follow up was needed by Supply Chain or Legal Services.

CONTRACT OVERVIEW

For calendar year 2025, there were 13 services contracted between DASC and OSUWMC.

Central Sterile Processing
Clinical Engineering Services
Epidemiology Services
Laboratory Services
Legal Services
Management Services
Medical Information Management Services
Nutrition Services
Patient Experience
Pharmacy Services
Radiologic Services
Registration and Scheduling Services
Security

For calendar year 2025, there were 12 services contracted between NAASC and OSUWMC.

Central Sterile Processing
Clinical Engineering Services
Epidemiology Services
Laboratory Services
Legal Services
Management Services
Medical Information Management Services
Nutrition Services
Patient Experience
Pharmacy Services
Radiologic Services
Registration and Scheduling Services

A security MSA for New Albany is in the process of being developed.

An evaluation of each service was completed for both DASC and NAASC. All services were reported as improving over the past year and follow up from Supply Chain or Legal services was not requested.

CONCLUSION

Overall, operational owners are monitoring the contracts within their scope.

An area of improvement would be to have performance/efficiency/quality data submitted on a more defined basis rather than as needed.

Efforts will continue to monitor, streamline, and maximize contracts across the enterprise.

APPROVAL OF THE EMERGENCY GENERAL SURGERY PROGRAM VERIFICATION

OHIO STATE UNIVERSITY HOSPITALS d/b/a OSU WEXNER MEDICAL CENTER

Synopsis: Approval of the submission for verification of the Emergency General Surgery Program for the hospitals at the Ohio State University Hospitals d/b/a OSU Wexner Medical Center, including Ohio State University Hospital, Ohio State Richard M. Ross Heart Hospital, Ohio State Harding Hospital, and Ohio State East Hospital, is proposed.

WHEREAS the mission of the Ohio State University Hospitals is to improve people's lives through innovation in research, education, and patient care; and

WHEREAS, the Ohio State University Hospitals continue to provide emergency, specialty, and subspecialty clinical surgical services, as well as professional education, research, and performance improvement programs (collectively, the "Emergency General Surgery or EGS Program"); and

WHEREAS the Ohio State University Hospitals intend to meet all requirements and criteria to obtain Emergency General Surgery verification and support its EGS program; and

WHEREAS the annual review of these contracts was approved by the Ohio State University Hospital Medical Staff Administrative Committee on August 12, 2026; and

WHEREAS on August 25, 2026, the Quality and Professional Affairs Committee recommended that the Wexner Medical Center Board commit to maintain the high standards needed to provide optimal care of all emergency general surgery patients and support the application for an Emergency General Surgery verification by the American College of Surgeons:

NOW THEREFORE

BE IT RESOLVED, That the Wexner Medical Center Board and Board of Trustees hereby commit to maintain the high standards needed to provide optimal care of all trauma patients and support the application for a Level 1 trauma verification by the American College of Surgeons, Committee on Trauma.

An aerial photograph of the Wexner Medical Center campus. The image shows several large, modern buildings with glass and brick facades. The sky is clear and blue. A white diagonal line cuts across the right side of the image, separating the photograph from a red graphic area at the bottom right.

Emergency General Surgery

Program Verification Support Request



**THE OHIO STATE
UNIVERSITY**

WEXNER MEDICAL CENTER

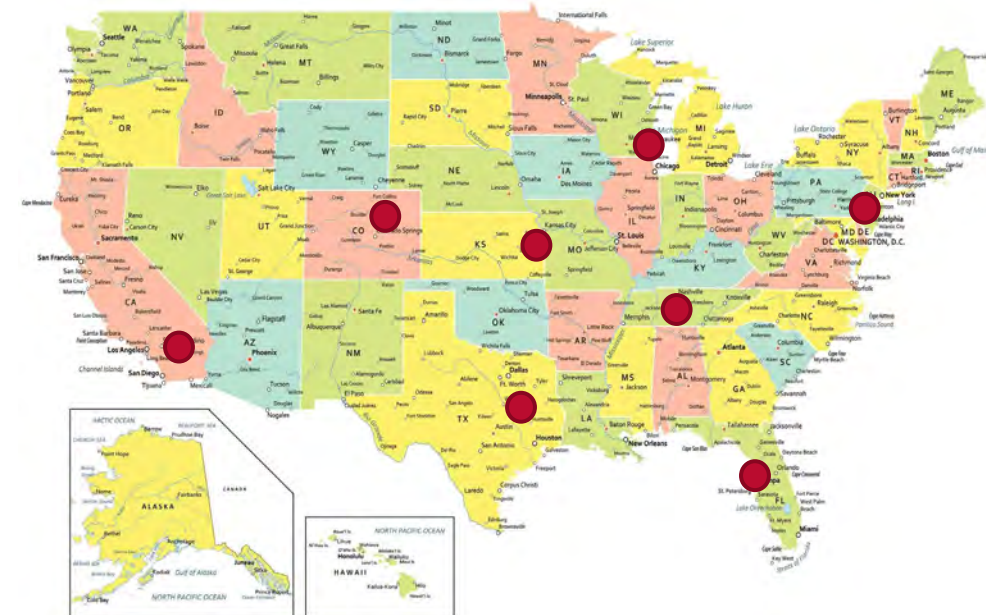
What is EGS and Why Seek Accreditation

- Surgical procedures, if not done emergently, put lives at risk
 - >4 million annual admissions
 - Nearly 50% of operative mortality is due to unplanned emergency surgery
 - 6 times the complication rate compared to elective surgical patients.
 - Approximately 25% of total inpatient costs
- For our patients, this verification means:
 - Access to board-certified emergency general surgeons 24/7
 - Standardized care pathways designed to reduce complications and enhance recovery
 - A dedicated team focused on the highest levels of surgical quality and safety



Value Proposition for OSUWMC

- Clinical,
 - Better patient outcomes
- Operational → Efficiency
 - Better data = better allocation of resources
 - Reducing delays and complications improves throughput.
 - Better care = cheaper care
 - Improved operating room throughput
 - Reduced avoidable delays
 - Enhanced bed utilization
 - Better transfer center performance
- Strategic
 - Differentiation as a regional EGS referral center
 - Alignment with national ACS quality initiatives
 - Competitive advantage in payer and employer discussions
 - Support for institutional quality goals – HRO compatible



Return on Investment

- Decrease LOS
- Improved Quality and Outcomes
 - Lower SSI rates
 - Fewer ICU days
 - Reduced readmissions
 - Lower resource utilization
- OR efficiency
 - Reduced case delays
 - Improved block utilization
 - Faster ED-to-OR throughput
- Referral capture

Verification should be viewed as a health-system transformation initiative rather than simply an accreditation exercise. The framework creates durable infrastructure for quality improvement, operational efficiency, and regional growth.



**APPROVAL OF OHIO STATE ENERGY PARTNERS UTILITY SYSTEM
CAPITAL IMPROVEMENTS PLAN FOR FISCAL YEAR 2027**

Utility System Lifecycle and Expansion Projects

Synopsis: Approval of Ohio State Energy Partners LLC ("OSEP") fiscal year 2027 capital improvements plan and authorization for OSEP to make capital improvements pursuant to the terms of the First Amended and Restated Long-Term Lease and Concession Agreement for The Ohio State University Utility System dated July 20, 2018, and as amended (the "Agreement"), is proposed.

WHEREAS the Agreement requires, OSEP to submit annually a utility system Capital Improvement Projects plan ("OSEP CIP") for university approval; and

WHEREAS the OSEP CIP includes requested approval of these utility system capital improvement projects for the fiscal year beginning July 1, 2026; and

WHEREAS OSEP has provided detailed descriptions of the proposed capital improvement projects, supporting technical data and analysis, pursuant to Section 4.3(c) of the Agreement; and

WHEREAS the utility system capital improvement projects will be delivered pursuant to the terms of the Agreement; and

WHEREAS the capital expenditures for the approved utility system projects will be added to the utility fee pursuant to the Agreement; and

WHEREAS the university has reviewed and considered the financial, technical, and operational aspects of the projects and the projects' alignment with university plans and sustainability goals; and

WHEREAS the Master Planning and Facilities Committee has reviewed the projects for alignment with all applicable campus plans and guidelines; and

WHEREAS the Finance and Investment Committee has reviewed the projects for alignment with the Capital Investment Plan and other applicable financial plans:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the fiscal year 2027 OSEP CIP as outlined in the attached materials; and

BE IT FURTHER RESOLVED, That the Board of Trustees authorizes OSEP to proceed with these fiscal year 2027 capital improvements to the Utility System as outlined in the attached materials.

BACKGROUND

TOPIC: Approval of Fiscal Year 2027 Ohio State Energy Partners Utility System Capital Improvements Plan

CONTEXT: Pursuant to the First Amended and Restated Long-Term Lease and Concession Agreement for The Ohio State University Utility System dated July 20, 2018, and as amended (the "Agreement"), Ohio State Energy Partners LLC ("OSEP") will fund and implement capital improvements to the Utility System. Capital investments made by OSEP will be tied to the annual Utility Fee structure pursuant to the Agreement.

Proposed capital projects are evaluated for alignment with applicable strategic, financial, and physical plans and to ensure continued reliability, safety, and compliance.

Approval of these projects is pursuant to project scopes, project cost breakdowns, and total project costs outlined below; any applicable university directives; applicable project approval request forms; and supporting documentation submitted pursuant to the Agreement.

This OSEP capital plan includes seven Lifecycle Renovations, Repairs, and Replacement Projects ("LFC") and two Expansion projects ("EXP").

SUMMARY:

Smart Meter Replacement – Phase 1 – 191-27-LFC

Scope: The replacement of 17 non-functioning utility meters installed by the University prior to the Utility Concession.

Construction Request: \$ 1.536 M

Project Cost Breakdown	Cost
FY 2026 – Construction	\$ 1.536 M
Total Project Cost	\$ 1.536 M

McCracken UPS B Replacement – 194-26-LFC

Scope: The procurement and replacement of McCracken Power Plant's Uninterruptable Power Supply Unit B, which is at the end of its serviceable life. This project was previously approved for design.

Procurement Request: \$ 0.527 M

Project Cost Breakdown	Cost
FY 2026 – Design	\$ 0.421 M
FY 2027 – Procurement	\$ 0.527 M
FY 2027 – Construction Estimate	\$ 1.947 M
Total Project Cost Estimate	\$ 2.895 M

Smith Substation Equipment Replacement – 213-27-LFC

Scope: The replacement of electrical infrastructure components in the Smith substation, including relays, meters, and associated equipment. The project also includes the design and installation of a fire-rated wall between designated transformers to comply with applicable codes and guidelines.

Design and Construction Request: \$ 3.156 M

Project Cost Breakdown	Cost
FY 2027 – Design and Construction	\$ 3.156 M
Total Project Cost	\$ 3.156 M

Building Transformer Replacement 2– 299-27-LFC

Scope: Design for the replacement of existing medium voltage transformers and associated equipment which are at the end of, or past, their serviceable life. Construction is expected to begin in fiscal year 2028.

Design Request: \$ 1.010 M

Project Cost Breakdown	Cost
FY 2027 – Design	\$ 1.010 M
FY 2027 – Procurement Estimate	\$ 2.445 M
FY 2028 – Construction Estimate	\$ 7.673 M
Total Project Cost Estimate	\$ 11.128 M

McCracken Electrical Panel Replacements – Phase 1 – 348-27-LFC

Scope: Design to replace and modernize critical electrical distribution equipment inside the McCracken Power Plant, including nine distribution panels, four disconnect switches, one motor control center, and one transformer.

Design Request: \$ 0.260 M

Project Cost Breakdown	Cost
FY 2027 – Design	\$ 0.260 M
FY 2028 – Construction Estimate	\$ 0.988 M
Total Project Cost Estimate	\$ 1.248 M

John Herrick Drive Rebuild Utility Relocation – 355-27-LFC

Scope: The relocation of the sump pump line to accommodate the university's project (OSU-230116) to rebuild John Herrick Drive. This OSEP project will be performed by the university.

Design and Construction Request: \$ 0.175 M

Project Cost Breakdown	Cost
FY 2027 – Design and Construction	\$ 0.175 M
Total Project Cost	\$ 0.175 M

Blankenship Hall Transformer Replacement and Upgrade – 358-27-LFC

Scope: Replace and upsize the existing transformer in coordination with the university's Blankenship Hall renovation project (OSU-260014). This OSEP project will be performed by the university.

Design and Construction Request: \$ 1.694 M

Project Cost Breakdown	Cost
FY 2027 – Design and Construction	\$ 1.694 M
Total Project Cost	\$ 1.694 M

Chilled Water Connections – Hayes, Hughes, & Hopkins – 212-27-EXP

Scope: Design of the connections of Hayes, Hughes, and Hopkins Halls to the East Regional Chilled Water Plant in coordination with the university's renovation project for Hughes (OSU-270007). The OSEP project will be performed by the university.

Design Request: \$ 0.270 M

Project Cost Breakdown	Cost
FY 2027 – Design	\$ 0.270 M
FY 2028 – Construction Estimate	\$3.187 M
Total Project Cost	\$ 3.457 M

Taylor and Drackett Chilled Water Connection – 354-27-EXP

Scope: The connection of Taylor and Drackett Towers to the East Regional Chilled Water Plant in coordination with the university's renovation project (OSU-250125). This OSEP project will be performed by the university.

Design and Construction Request: \$ 0.984 M

Project Cost Breakdown	Cost
FY 2027 – Design and Construction	\$ 0.984 M
Total Project Cost	\$ 0.984 M

REQUESTED OF THE MASTER PLANNING & FACILITIES AND THE FINANCE & INVESTMENT COMMITTEES: Approval of the resolution.

Project Data Sheet for Board of Trustees Approval

Smart Meter Replacement - Phase 1

191-27-LFC

Project Locations: Baker, Biomedical Research, Bolz, Brain & Spine, Dodd Hall, Fontana, Gerlach, Knowlton, Morrill, North Recreation, Norton, Ohio Union, Physics Research, Psychology, Scott Lab, Smith-Steeb

- **Approval(s) Requested and Amount**

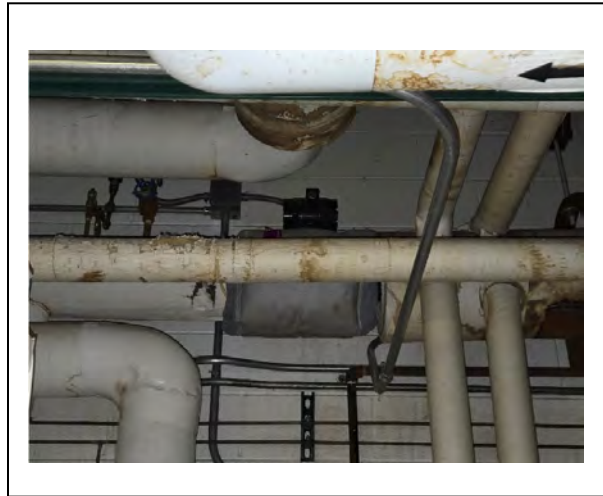
Design	\$0.00 M
Construction w/contingency	\$1.536 M
Total requested	\$1.536 M
- **Project Budget**

Design	\$0.00 M
Construction w/contingency	\$1.536 M
Total project budget	\$1.536 M
- **Project Funding**

OSEP Financed	\$1.536 M
University	\$0.000 M
- **Project Schedule**

BoT design and construction Approval	9/26
Design	10/26 – 3/27
Construction	3/27 – 10/27
Completion/full operation	11/27
- **Project Delivery Method**

Design-Build
- **Project Scope**
 - Replace smart meters
- **Project Risks and Impacts**
 - Outages to be coordinated with OSU stakeholders.
 - Labor shortage and supply chain issues.
- **Approval Requested**
 - Requesting approval for design and construction in FY27.



project team

- OSEP project manager: Sarah Buckingham
- AE/design architect: Wendel Energy Services LLC
- General Contractor: Wendel Energy Services LLC

Project Data Sheet for Board of Trustees Approval

McCracken UPS B Replacement

194-26-LFC

Project Location: McCracken Power Plant

- **Approval(s) Requested and Amount**

Design	\$0.000 M
Procurement	\$0.527 M
Total requested	\$0.527 M

- **Project Budget**

Design FY26	\$0.421 M
Procurement w/contingency	\$0.527 M
Construction w/contingency	\$1.947 M
Total project budget	\$2.895 M

- **Project Funding**

OSEP Financed	\$ 0.527 M
University	\$ 0.000 M

- **Project Schedule**

BoT Procurement Approval	9/26
Procurement	10/26-06/27
BoT Construction Approval	3/27
Construction	4/27-2/28
Completion/full operation	3/28

- **Project Delivery Method**

Design-Procurement-Build

- **Project Scope**

- Replacement of uninterruptable power supply (UPS) "B", a critical component of the McCracken Power Plant's electrical infrastructure, which provides both regular and backup power to several critical systems within the facility.

- **Project Risks and Impacts**

- Outages to be coordinated with ENGIE Buckeye Operations in the McCracken Power Plant.
- Labor shortage and supply chain issues.

- **Approval Requested**

- Requesting Approval for procurement in FY27



project team

- OSEP project manager: Josh Casto
- AE/design architect: Wendel Energy Services LLC
- General Contractor: Wendel Energy Services LLC

Project Data Sheet for Board of Trustees Approval

Smith Substation Equipment Replacement

213-27-LFC

Project Location: Smith Substation

- **Approval(s) Requested and Amount**

Design & Construction	\$ 3.156 M
Total requested	\$ 3.156 M

- **Project Budget**

Design & Construction w/contingency	\$ 3.156 M
Total project budget	\$ 3.156 M

- **Project Funding**

OSEP Financed	\$ 3.156 M
University	\$ 0.000 M

- **Project Schedule**

BoT Design & Construction approval	09/26
Design & Construction	11/26-12/27
Completion /full operation	1/28

- **Project Delivery Method**

Design-Build

- **Project Scope**

Replace and upgrade obsolete electrical components such as relays and meters located at the Smith Substation. Scope also includes design and construction of a two-hour fire rated wall between the two external pad mounted transformers to comply with industry standards

- **Project Risks and Impacts**

- Outages to be coordinated with OSU stakeholders.
- Supply chain issues leading to longer than anticipated delivery times

- **Approval Requested**

- Requesting Approval for design and construction in FY27



Project Team

- OSEP project manager: Aoun Barki
- General Contractor: TBD

Project Data Sheet for Board of Trustees Approval

Building Transformer Replacement 2

299-27-LFC

Project Location: Wexner Center for the Arts, Smith Laboratory, Evans Laboratory South, Bill Davis Stadium, Ornamental Plant Germplasm Center, McPherson Chemical Laboratory, Veterinary Medicine Academic

- **Approval(s) Requested and Amount**

Design	\$1.010 M
Construction w/contingency	\$0.000 M
Total requested	\$1.010 M

- **Project Budget**

Design	\$1.010 M
Procurement	\$2.445 M
Construction w/contingency	\$7.673 M
Total project budget	\$11.128 M

- **Project Funding**

OSEP Financed FY27	\$1.010 M
University	\$0.000 M

- **Project Schedule**

BoT Design Approval	9/26
Design	10/26 – 01/27
BoT Procurement Approval	3/27
Procurement	4/27 – 12/27
Bid Construction	03/28

- **Project Delivery Method**

Design-Bid-Build

- **Project Scope**

- Detailed design to upgrade and/or replace the medium voltage electrical equipment that is part of the main electrical distribution to multiple buildings across the university, including: Wexner Center for the Arts, Smith Laboratory, Evans Laboratory South, Bill Davis Stadium, Ornamental Plant Germplasm Center, Veterinary Medicine Academic.

- **Project Risks and Impacts**

- Outages to be coordinated with OSU stakeholders.
- Delays in construction bid documents.

- **Approval Requested**

- Requesting Approval for design in FY27.

project team

- OSEP project manager: Justin Osborn
- AE/design architect: Osborn Engineering
- General Contractor: TBD

Project Data Sheet for Board of Trustees Approval

McCracken Electrical Panel Replacements Phase 1

348-27-LFC

Project Location: McCracken Power Plant

- **Approval(s) Requested and Amount**

Design	\$0.260 M
Construction w/contingency	\$0.000 M
Total requested	\$0.260 M

- **Project Budget**

Design	\$0.260 M
Construction w/contingency	\$0.988 M
Total project budget	\$1.248 M

- **Project Funding**

OSEP Financed	\$0.260 M
University	\$0.000 M

- **Project Schedule**

BoT Design Approval	9/26
Design	9/26 - 4/27
BoT Construction Approval	6/27
Construction	7/27 – 12/28

- **Project Delivery Method**

Design-Bid-Build

- **Project Scope**

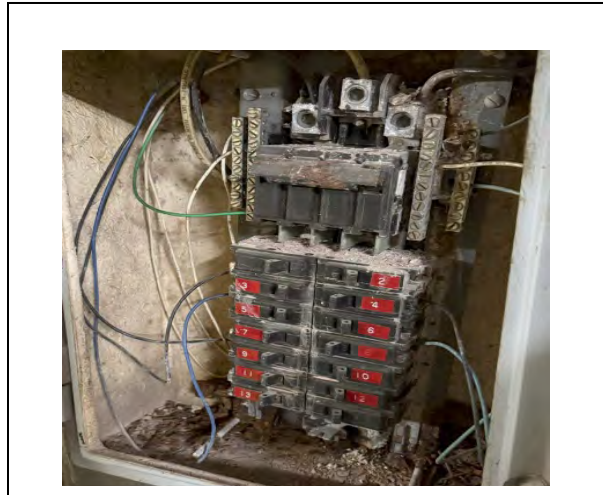
- Replace aging electrical panels inside McCracken Power Plant

- **Project Risks and Impacts**

- Unknown conditions could result in unplanned Outages.
- Material availability could delay project schedule.

- **Approval Requested**

- Requesting Approval for design in FY27.



project team

- OSEP project manager: Joshua Casto
- AE/design architect: TBD
- General Contractor: TBD

Project Data Sheet for Board of Trustees Approval

John Herrick Rebuild Utility Relocation

355-27-LFC

Project Location: John Herrick Drive Rebuild

- **Approval(s) Requested and Amount**

Construction	\$0.175 M
Total requested	\$0.175 M

- **Project Budget**

Construction w/contingency	\$ 0.175 M
Total project budget	\$ 0.175 M

- **Project Funding**

OSEP Financed	\$ 0.175 M
University	\$ 0.000 M

- **Project Schedule**

BoT Construction Approval	09/26
	TBD by OSU



- **Project Delivery Method**

University-led coordination project (OSU-230116)

- **Project Scope**

The purpose of this project is to relocate the sump pump discharge pipe on John Herrick Drive from Vault 21 to Vault 19. The existing sump pump discharge lines were installed at a shallow depth, which would conflict with the planned resurfacing and refinishing of John Herrick Drive. To avoid this interference, it was determined that the discharge pipe must be relocated and installed at a deeper elevation, ensuring it remains below the limits of the roadway improvements.

- **Project Risks and Impacts**

Outages to be coordinated with OSU stakeholders.

- **Approval Requested**

Requesting Approval for construction in FY27.

project team

- OSEP Program Manager: Firas S. Oueis
- AE/design architect:
- General Contractor: To be determined

Project Data Sheet for Board of Trustees Approval

Blankenship Hall Transformer Replacement and Capacity Upgrade

358-27-LFC

Project Location: Blankenship Hall

- **Approval(s) Requested and Amount**

Design and Construction	\$1.694 M
Total requested	\$1.694 M

- **Project Budget**

Design and Construction	\$1.694 M
Total project budget	\$1.694 M

- **Project Funding**

OSEP Financed	\$1.694 M
University	\$0.000 M

- **Project Schedule**

BoT Design Approval	9/26
Design and Construction	10/26 – 12/28



- **Project Delivery Method**

University-led coordination project (OSU-260014)

- **Project Scope**

- Replace and upgrade the Blankenship transformer, which is approaching the end of its useful life.
- The transformer will provide a capacity of 2000 kVA, supporting increased electrical demand for Blankenship Hall.
- Reroute the duct bank and modifications to the switchgear to accommodate the new transformer.

- **Project Risks and Impacts**

- Outages to be coordinated with OSU stakeholders.
- Delays in construction bid documents.

- **Approval Requested**

- Requesting Approval for design and construction in FY27.

project team

- OSEP project manager: Justin Osborn
- AE/design architect: Osborn Engineering
- General Contractor: TBD

Project Data Sheet for Board of Trustees Approval

Chilled Water Connections - Hayes Hall, Hughes Hall, and Hopkins Hall

212-27-EXP

Project Location: Hayes Hall, Hughes Hall, Hopkins Hall and North Oval Tunnels

- **Approval(s) Requested and Amount**

Design	\$0.270 M
Construction w/contingency	\$0.0 M
Total requested	\$0.270 M

- **Project Budget**

Design	\$0.270 M
Construction w/contingency	\$3.187 M
Total project budget	\$3.457 M

- **Project Funding**

OSEP Financed	\$0.270 M
University	\$0.000 M

- **Project Schedule**

BoT design Approval	09/26
Design	10/26 – 06/27
BoT construction	06/27
approval Construction	07/27 – 06/28
Completion /full operation	07/28

- **Project Delivery Method**

University-led coordination project (OSU-270007)

- **Project Scope**

- Connect Hayes Hall, Hughes Hall, and Hopkins Hall to the East Regional Chilled Water Plant via new chilled water piping installed through existing tunnels and select direct-buried sections.
- Replace the aging Hopkins Hall chiller

- **Project Risks and Impacts**

- Outages to be coordinated with OSU stakeholders.
- Confined space protocol to enter the vaults.
- Labor shortage and supply chain issues.

- **Approval Requested**

- Requesting Approval for design in FY27.



project team

- OSEP project manager: Francisco D. Saavedra
- AE/design architect: To be determined
- General Contractor: To be determined

Project Data Sheet for Board of Trustees Approval

Taylor Tower & Drackett Tower Chilled Water Connection

354-27-EXP

Project Location: Taylor Tower & Drackett Tower

- **Approval(s) Requested and Amount**

Design and Construction	\$0.984 M
Total requested	\$0.984 M

- **Project Budget**

Design and Construction	\$0.984 M
Total project budget	\$0.984 M

- **Project Funding**

OSEP Financed	\$0.984 M
University	\$0.000 M

- **Project Schedule**

BoT Design & Construction Approval	09/26
Design and Construction	10/26 – 06/28



- **Project Delivery Method**

University-led coordination project (OSU-250125)

- **Project Scope**

- Connect Taylor and Drackett Towers to the East Regional Chilled Water Plant by installing new taps to the existing HDPE piping system located within the North Residential District.

- **Project Risks and Impacts**

- Outages to be coordinated with OSU stakeholders.
- Labor shortage and supply chain issues.

- **Approval Requested**

- Approval for design and construction for FY27.

project team

- OSEP Program Manager: Justin Osborn
- AE/design architect:
- General Contractor: To be determined

APPROVAL OF FISCAL YEAR 2027 CAPITAL INVESTMENT PLAN

Synopsis: Authorization and acceptance of the Capital Investment Plan for the fiscal year ending June 30, 2027, as proposed.

WHEREAS the university has presented the recommended capital expenditures for the fiscal year ending June 30, 2027; and

WHEREAS the recommended capital expenditures are the result of the university's comprehensive annual capital planning process; and

WHEREAS only those projects outlined in these recommendations will be approved for funding:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that Capital Investment Plan for the fiscal year ending June 30, 2027, as described in the accompanying documents, be approved; and

BE IT FURTHER RESOLVED, That any request for authorization to proceed with any project contained in these recommendations must be submitted individually by the university for approval by the Board of Trustees, as provided for by board policy.

FY 2027 – 31 Final Capital Investment Plan
September 2, 2026

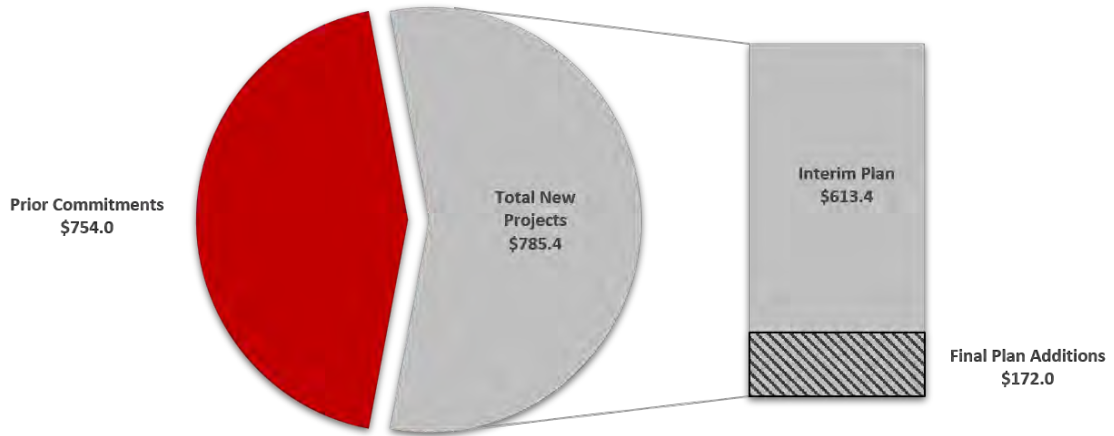


Table 1 - Prior Commitments - Remaining Spend

\$ in Millions

Line	Capital Priority	Projected Capital Expenditures					
		FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	Total
1	A&S - Biological Sciences Building Upgrades	\$ 1.8	\$ 5.3	\$ 4.7	\$ 2.3	\$ -	\$ 14.0
2	ABA - 1922 Club	\$ 7.6	\$ 1.2	\$ -	\$ -	\$ -	\$ 8.8
3	ABA - Technology Modernization	\$ 2.1	\$ 12.5	\$ 4.1	\$ -	\$ -	\$ 18.6
4	CFAES - Waterman Infrastructure Project	\$ 3.6	\$ 0.5	\$ -	\$ -	\$ -	\$ 4.1
5	COE – BMEC Phase 2	\$ 3.6	\$ 0.6	\$ 1.2	\$ -	\$ -	\$ 5.4
6	COE - Bus Testing Facility	\$ 4.3	\$ 0.4	\$ -	\$ -	\$ -	\$ 4.8
7	DENT - Simulation Space Modernization	\$ 12.5	\$ 3.9	\$ 0.3	\$ -	\$ -	\$ 16.7
8	EHE - Campbell Hall Renovation	\$ 5.0	\$ 0.3	\$ -	\$ -	\$ -	\$ 5.3
9	FOD - Tunnel Rehabilitation Phase 1	\$ 8.9	\$ 1.2	\$ 0.7	\$ -	\$ -	\$ 10.8
10	NURS - Newton Hall AHU Replacements	\$ 0.6	\$ 0.7	\$ 8.7	\$ 2.0	\$ -	\$ 12.0
11	SL -North Towers Renovations	\$ 5.2	\$ 11.8	\$ 5.5	\$ -	\$ -	\$ 22.5
12	UNIV - 15th and High Arts Plaza	\$ 1.3	\$ 0.9	\$ -	\$ -	\$ -	\$ 2.2
13	VET - Auditorium 1067 Renovation	\$ 3.0	\$ 0.6	\$ -	\$ -	\$ -	\$ 3.6
14	VET - Library Renovation	\$ 3.5	\$ 0.6	\$ -	\$ -	\$ -	\$ 4.1
15	WMC - Inpatient Hospital	\$ 33.7	\$ -	\$ 13.2	\$ -	\$ -	\$ 46.9
16	WMC - James Cellular Therapy Lab	\$ 1.3	\$ 3.8	\$ 1.7	\$ -	\$ -	\$ 6.8
17	WMC - James Outpatient Care Buildout	\$ 1.0	\$ 3.8	\$ 1.7	\$ -	\$ -	\$ 6.5
18	WMC - Magnetic Resonance Linear Accelerator & Housing	\$ 0.9	\$ 3.2	\$ 3.6	\$ 2.3	\$ 0.3	\$ 10.3
19	WMC - OSU East 4th Floor OR Renovation	\$ 6.4	\$ 1.1	\$ -	\$ -	\$ -	\$ 7.5
20	WMC Doan Hall - Roof Replacement	\$ 4.2	\$ 8.8	\$ 1.0	\$ -	\$ -	\$ 14.0
21	WMC Outpatient - Powell	\$ 36.8	\$ 9.4	\$ -	\$ -	\$ -	\$ 46.2
22	WMC Outpatient Care West Campus	\$ 5.9	\$ -	\$ 4.5	\$ -	\$ -	\$ 10.4
23	Roll Up Other Projects	\$ 201.3	\$ 161.2	\$ 99.4	\$ 10.4	\$ 0.4	\$ 472.7
	Subtotal	\$ 354.4	\$ 231.7	\$ 150.2	\$ 16.9	\$ 0.8	\$ 754.0

Table 2 - New Projects Beginning in FY2027

\$ in Millions

Line	Capital Priority	Projected Capital Expenditures					Total
		FY 2027	FY 2028	FY 2029	FY 2030	FY 2031+	
1	Anticipated Spend for CIP Changes	\$ 10.0	\$ -	\$ -	\$ -	\$ -	\$ 10.0
2	Roll Up Small Infrastructure Projects	\$ 16.4	\$ 26.7	\$ 20.4	\$ 4.9	\$ 10.0	\$ 78.3
3	Small Programmatic Cash Ready Projects	\$ 12.6	\$ 16.8	\$ 4.4	\$ 0.2	\$ -	\$ 34.1
4	WMC Roll Up of Multiple Cash Ready Projects	\$ 167.4	\$ 8.0	\$ 5.3	\$ -	\$ -	\$ 180.7
	New Major Projects						
6	ABA - Fawcett Center Renovations	\$ 1.3	\$ 3.6	\$ 1.6	\$ -	\$ -	\$ 6.5
7	CAS - Hughes Hall Renovation	\$ 1.3	\$ 3.8	\$ 13.9	\$ 16.0	\$ 22.0	\$ 57.0
8	CAS - Ramseyer Hall Renovation	\$ 3.7	\$ 9.5	\$ 15.4	\$ 15.4	\$ 11.0	\$ 55.0
9	DPS - Blankenship Hall Renovation	\$ 1.7	\$ 5.0	\$ 4.9	\$ 1.7	\$ -	\$ 13.3
10	FAES - Fisher Auditorium Building Renovation	\$ 0.3	\$ 1.7	\$ 4.4	\$ 4.1	\$ 2.1	\$ 12.5
11	FCOB - Fisher College of Business Facility Improvements	\$ 1.7	\$ 5.0	\$ 2.2	\$ -	\$ -	\$ 9.0
12	SL - North Towers Upgrades - Jones, Taylor, Drackett	\$ 1.7	\$ 4.7	\$ 34.6	\$ 40.6	\$ 63.4	\$ 145.0
13	WMC - Emergency Dept. Relocation/Expansion	\$ 2.2	\$ 8.1	\$ 9.2	\$ 5.9	\$ 0.9	\$ 26.3
14	WMC - Facilities Backfill & Optimization	\$ 0.1	\$ 1.1	\$ 1.7	\$ 0.3	\$ -	\$ 3.2
15	WMC - Inpatient Tower Unshelling	\$ 2.3	\$ 7.0	\$ 25.6	\$ 29.3	\$ 40.4	\$ 104.6
16	WMC - Strategic Capital	\$ -	\$ 3.3	\$ 8.7	\$ 14.0	\$ 24.0	\$ 50.0
	Grand Total	\$ 222.6	\$ 104.3	\$ 152.3	\$ 132.4	\$ 173.9	\$ 785.4

Table 3 - Funding for New Projects by Type and Funding Source

\$ in Millions

Line	Unit	Projected Capital Expenditures								% By Unit	Def. Maint.	
		Local	WMC	State	Grant	Fundraising	Other Partners	Internal Bank Debt	Grand Total		Addressed	Def. Maint. %
1	Academic Support	\$ 92.4	\$ -	\$ 71.8	\$ -	\$ 1.2	\$ -	\$ -	\$ 165.3	21.0%	\$ 37.9	22.9%
2	Athletics	\$ 8.2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8.0	\$ 16.2	2.1%	\$ 2.7	16.8%
3	Infrastructure	\$ 45.4	\$ -	\$ 2.4	\$ 13.3	\$ -	\$ -	\$ 9.3	\$ 70.4	9.0%	\$ 34.3	48.7%
4	Regional Campuses	\$ -	\$ -	\$ 8.0	\$ -	\$ -	\$ 5.3	\$ -	\$ 13.3	1.7%	\$ 10.2	77.2%
5	Student Life	\$ 10.5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 145.0	\$ 155.5	19.8%	\$ 71.6	46.0%
6	WMC/COM	\$ 16.0	\$ 348.8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 364.8	46.4%	\$ 46.5	12.7%
	Grand Total	\$ 172.4	\$ 348.8	\$ 82.2	\$ 13.3	\$ 1.2	\$ 5.3	\$ 162.3	\$ 785.4	100%	\$ 203.1	26%

APPROVAL TO ENTER INTO A JOINT USE AGREEMENT

**BETWEEN THE OHIO STATE UNIVERSITY
AND EDISON WELDING INSTITUTE INC. (EWI)**

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with the EWI, to document the value and permit the release of funds appropriated in the State Capital Bill to improve the lab safety and air quality in a facility located at 1250 Arthur E. Adams Drive, Columbus, Ohio 43221.

WHEREAS The Ohio State University was allocated \$200,000 in the 2027-2028 State Capital Bill that was specifically designated for use by the Edison Welding Institute; and

WHEREAS the Edison Welding Institute will utilize the funds to improve the lab safety and air quality for those using the facility located in Columbus, Ohio; and

WHEREAS the Edison Welding Institute commits to making the facilities available for the university's use; and

WHEREAS the terms and conditions for this university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the magnitude of the university's investment in the Edison Welding Institute for the term of the agreement; and

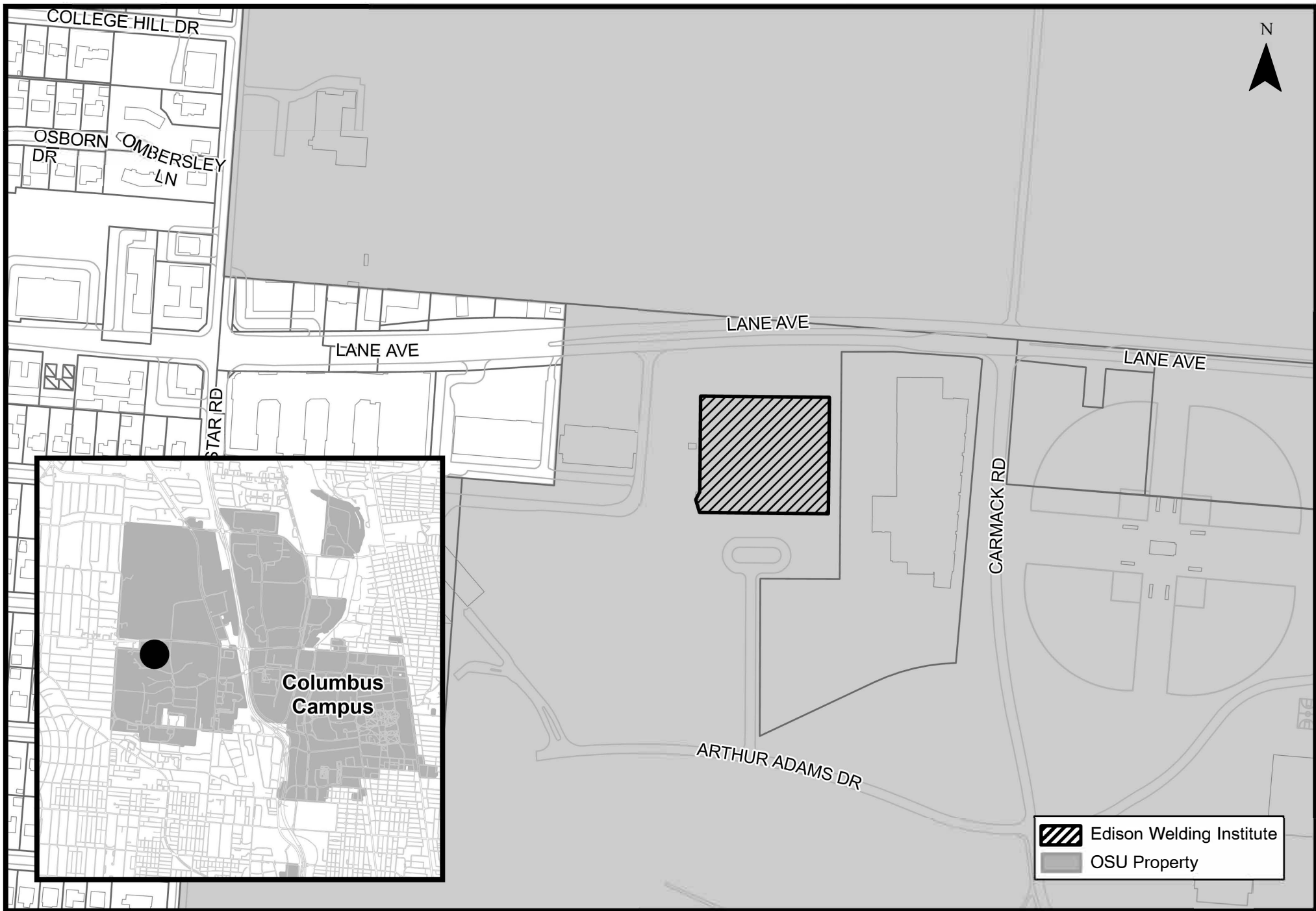
WHEREAS except for the funds used to cover the university's reasonable administrative costs related to the project, the funds provided under this JUA shall be used by the Edison Welding Institute only for capital improvements or purchases and shall not be used for operating expenses; and

WHEREAS the university's use of the Edison Welding Institute will promote the university's mission to advance teaching and research; and

WHEREAS before the state capital appropriation may be released to the Edison Welding Institute, the Ohio Department of Higher Education requires that a JUA between the university and Edison Welding Institute be signed to document the value of the appropriation to the university and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance and/or administration and planning be authorized to take any action required to effect this Joint Use Agreement containing terms and conditions deemed to be in the best interest of the university.



APPROVAL TO ENTER INTO A JOINT USE AGREEMENT

**BETWEEN THE OHIO STATE UNIVERSITY
AND JUNIOR ACHIEVEMENT OF CENTRAL OHIO**

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with Junior Achievement of Central Ohio, to document the value and permit the release of funds appropriated in the State Capital Bill to complete the final phase of the Junior Achievement Columbus Learning Center renovations located at 68 E. 2nd Avenue, Columbus, Ohio 43201.

WHEREAS The Ohio State University was allocated \$500,000 in the 2027-2028 State Capital Bill that was specifically designated for use by Junior Achievement of Central Ohio; and

WHEREAS Junior Achievement of Central Ohio will utilize the funds to complete the final phase of Columbus Learning Center renovation. These funds will support the main entrance and lobby to be ADA accessible with better functionality for the facility located in Columbus, Ohio; and

WHEREAS Junior Achievement of Central Ohio commits to making the facilities available for the university's use; and

WHEREAS the terms and conditions for this university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the magnitude of the university's investment in Junior Achievement of Central Ohio for the term of the agreement; and

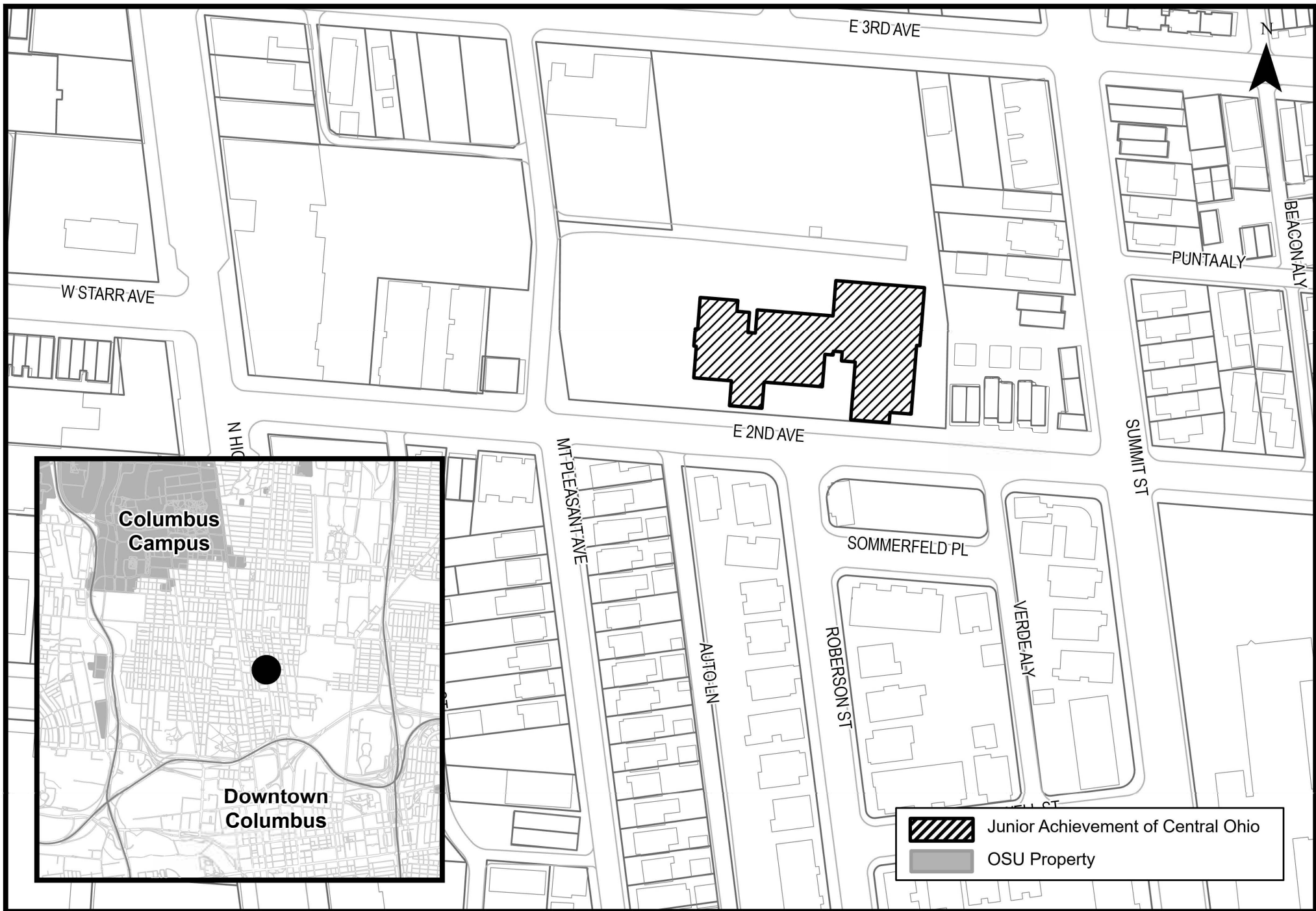
WHEREAS except for the funds used to cover the university's reasonable administrative costs related to the project, the funds provided under this JUA shall be used by Junior Achievement of Central Ohio only for capital improvements or purchases and shall not be used for operating expenses; and

WHEREAS the university's use of the Junior Achievement of Central Ohio Columbus Learning Center will promote the university's mission to deliver high impact career and financial education experiences; and

WHEREAS before the state capital appropriation may be released to Junior Achievement of Central Ohio, the Ohio Department of Higher Education requires that a JUA between the university and Junior Achievement of Central Ohio be signed to document the value of the appropriation to the university and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance and/or administration and planning be authorized to take any action required to effect this Joint Use Agreement containing terms and conditions deemed to be in the best interest of the university.



APPROVAL TO ENTER INTO A JOINT USE AGREEMENT

**BETWEEN THE OHIO STATE UNIVERSITY
AND LIFECARE ALLIANCE**

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with LifeCare Alliance, an Ohio non-profit, to document the value and permit the release of funds appropriated in the State Capital Bill to for a comprehensive modernization of climate and wastewater management systems located at 1699 West Mound Street, Columbus, OH 43223 and 670 Harmon Avenue, Columbus, OH 43223.

WHEREAS The Ohio State University was allocated \$450,000 in the 2027-2028 State Capital Bill that was specifically designated for use by LifeCare Alliance; and

WHEREAS LifeCare Alliance will utilize the funds for infrastructure modernization, HVAC & wastewater upgrades for those using the facility located in Columbus, Ohio; and

WHEREAS LifeCare Alliance commits to making the facilities available for the university's use; and

WHEREAS the terms and conditions for this university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the magnitude of the university's investment in LifeCare Alliance for the term of the agreement; and

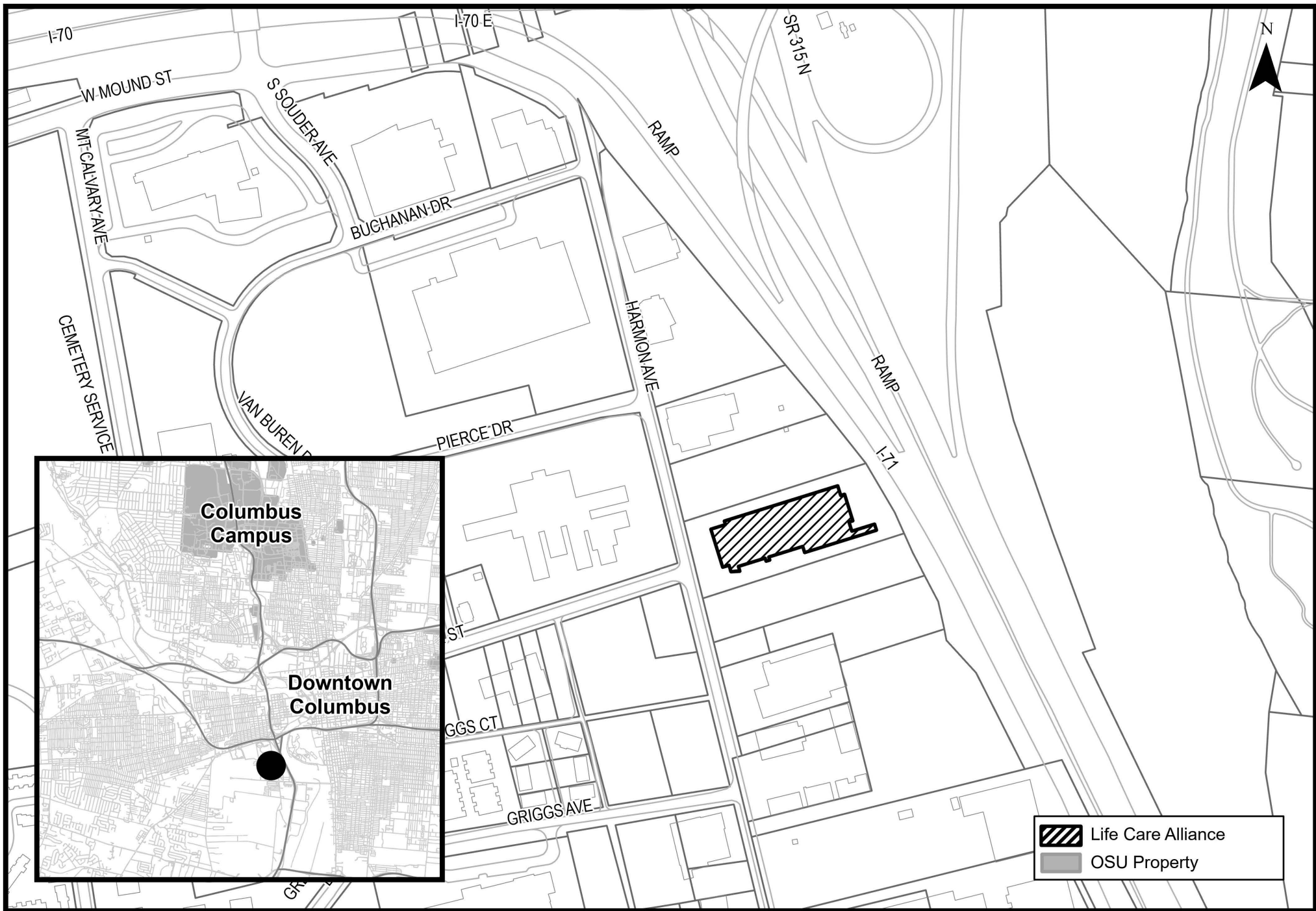
WHEREAS except for the funds used to cover the university's reasonable administrative costs related to the project, the funds provided under this JUA shall be used by LifeCare Alliance only for capital improvements or purchases and shall not be used for operating expenses; and

WHEREAS the university's use of LifeCare Alliance will promote the University's mission to advance the well-being of the people of Ohio and the global community through positive health outcomes; and

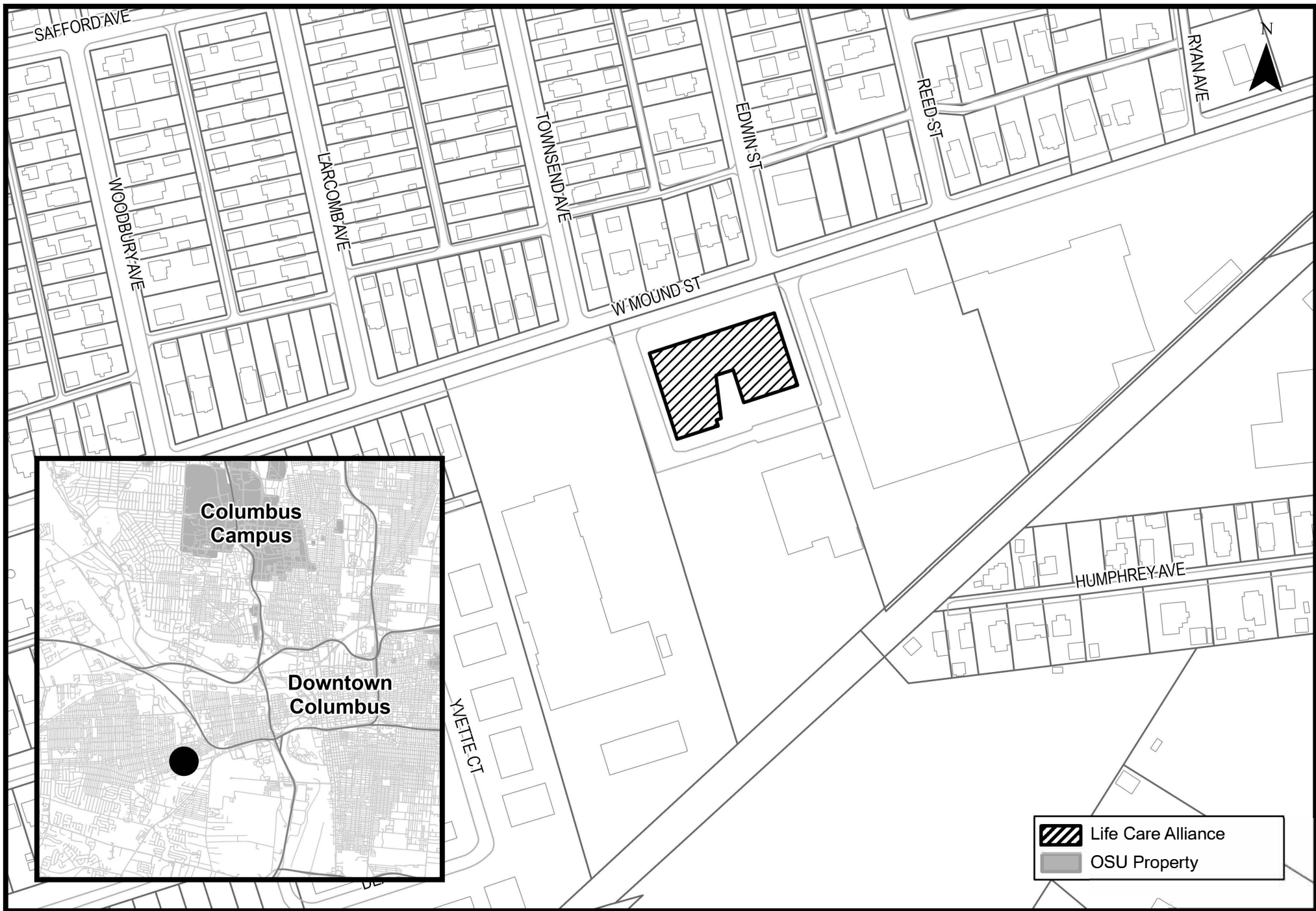
WHEREAS before the state capital appropriation may be released to LifeCare Alliance, the Ohio Department of Higher Education requires that a JUA between the university and LifeCare Alliance be signed to document the value of the appropriation to the university and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance and/or administration and planning be authorized to take any action required to effect this Joint Use Agreement containing terms and conditions deemed to be in the best interest of the university.



Joint Use Agreement Between
 The Ohio State University and Life Care Alliance
 670 Harmon Avenue
 Columbus, Ohio 43223



APPROVAL TO ENTER INTO A JOINT USE AGREEMENT

**BETWEEN THE OHIO STATE UNIVERSITY
AND REV1 VENTURES**

Synopsis: Authorization to enter into a Joint Use Agreement (JUA) with Rev1 Ventures, an Ohio nonprofit agency, to document the value and permit the release of funds appropriated in the State Capital Bill to cover general infrastructure and equipment for the Rev1 Ventures Innovation Center & Incubator located at 330 Rush Alley, Suite 100, Columbus, Ohio 43215.

WHEREAS The Ohio State University was allocated \$500,000 in the 2025-2026 State Capital Bill that was specifically designated for use by Rev1 Ventures; and

WHEREAS Rev1 Ventures will utilize the funds to install general infrastructure, furniture, and equipment at the Rev1 Ventures Innovation Center & Incubator to provide office, event space, and lab space for start-up entrepreneurs; and

WHEREAS Rev1 Ventures commits to making the facilities available for the university's use; and

WHEREAS the terms and conditions for this university use shall be more favorable than the terms and conditions of use by any other entity to a degree that reasonably reflects the magnitude of the university's investment in the Rev1 Ventures Innovation & Incubation Center for the term of the agreement; and

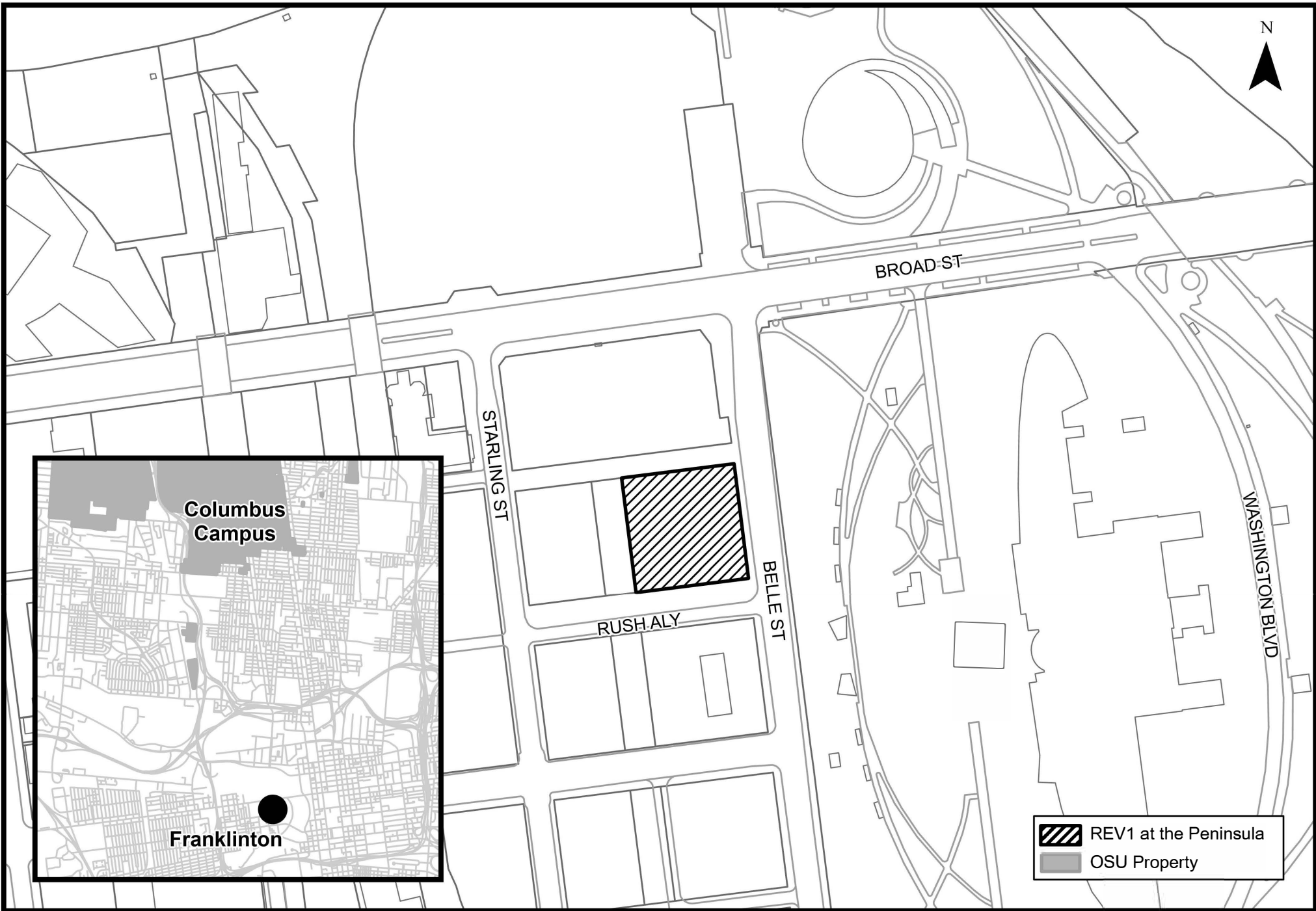
WHEREAS except for the funds used to cover the university's reasonable administrative costs related to the project, the funds provided under this JUA shall be used by Rev1 Ventures only for capital improvements or purchases and shall not be used for operating expenses; and

WHEREAS the university's use of the Rev1 Ventures Innovation & Incubation Center will promote the university's mission and enable the Fisher College of Business to meet its goal to expand programming to downtown Columbus; and

WHEREAS before the state capital appropriation may be released to Rev1 Ventures, the Ohio Department of Higher Education requires that a JUA between the university and Rev1 Ventures be signed to document the value of the appropriation to the university and to ensure the benefits to the university will continue for a minimum period of 20 years:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the president and/or senior vice president for business and finance and/or administration and planning be authorized to take any action required to effect this Joint Use Agreement containing terms and conditions deemed to be in the best interest of the university.



**APPROVAL OF THE SETTLEMENT AGREEMENT AND AMENDMENTS
TO THE CONCESSION AGREEMENT WITH OHIO STATE ENERGY PARTNERS**

Synopsis: Authorization to execute a settlement agreement and amendments to the Long-Term Lease and Concession Agreement for The Ohio State University Utility System.

WHEREAS, The Ohio State University ("University") and Ohio State Energy Partners, LLC ("OSEP") are parties to that certain First Amended and Restated Long-Term Lease and Concession Agreement for The Ohio State University Utility System, dated as of July 20, 2018, as amended (the "Concession Agreement");

WHEREAS, as a result of partial audit of OSEP's Utility Fee submissions and financial records conducted by the University pursuant to the Concession Agreement, disputes arose between the University and OSEP regarding (i) certain markups and charges included in OSEP's calculation of the Utility Fee for the period through and including June 30, 2025, (ii) the University's right to be reimbursed for and to withhold payment from OSEP for such markups and charges, and (iii) the pace at which OSEP supplied its financial records to the University for purposes of carrying out its contractual audit rights (the "Audit Disputes");

WHEREAS, following a mediation of the Audit Disputes conducted on June 30, 2026, the University and OSEP reached an agreement in principle to resolve the Audit Disputes, as well as certain related clarifications and modifications to Concession Agreement, the terms of which settlement have been presented to the Board in the form of a Settlement Agreement and Amendment to Concession Agreement with an effective date of July 1, 2026 (the "Settlement Agreement").

WHEREAS, the Board of Trustees (the "Board") of The Ohio State University, deems it to be in the best interest of the University to enter into the proposed Settlement Agreement:

NOW, THEREFORE

BE IT RESOLVED, That the Board hereby approves the settlement of the Audit Dispute with OSEP on the terms and in the format of the Settlement Agreement and Amendment to Concession Agreement presented to the Board and contingent upon the University's receipt of final, timely and executed letters of consent from OSEP's lenders; and

BE IT FURTHER RESOLVED, That the Senior Vice President for Business and Finance and Chief Financial Officer is hereby authorized and empowered, in the name and on behalf of the University, to execute and deliver the Settlement Agreement and corresponding CA Amendment.

BE IT FURTHER RESOLVED, That any actions taken by such Officer prior to the date of the foregoing resolutions adopted herein that are within the authority conferred herein are hereby ratified, confirmed and approved as the acts and deeds of the University.

APPROVAL OF UNIVERSITY FOUNDATION REPORT

Synopsis: Approval of the University Foundation Report as of July 31, 2026, is proposed.

WHEREAS monies are solicited and received on behalf of the university from alumni, industry, and various individuals in support of research, instructional activities, and service; and

WHEREAS such gifts are received through The Ohio State University Foundation; and

WHEREAS this report includes: (i) the establishment of two (2) endowed chairs as part of the Provost's Endowed Chair Matching Program: the James Mitchell Endowed Chair, the Barbara and Al Siemer Chair in Functional Medicine; one (1) endowed professorship: the Jim and Christina Grote Professorship in Integrative Health Education; one (1) endowed professorship fund: the Dr. Martha S. Pitzer Professorship Fund in Nursing; one (1) fellowship: the Morell Family Fellowship; one (1) scholarships as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; and twenty-three (23) additional named endowed funds; (ii) the revision of twenty-six (26) named endowed funds:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves The Ohio State University Foundation Report as of July 31, 2026.

	Amount Establishing Endowment*	Total Commitment
<u>Establishment of Named Endowed Funds (University)</u>		
Farm Extension Program Endowed Fund Established September 3, 2026, with a fund transfer by the College of Food, Agricultural, and Environmental Sciences of an estate gift from E.J. Miller; supports farm extension programs intended to help Ohio farmers meet the day-to-day challenges of farming.	\$866,978.52	\$866,978.52
Jim Stone Women's Volleyball Support Fund Established September 3, 2026, with a fund transfer by the Department of Athletics of an unrestricted estate gift from James William Stone II; supports the activities of the women's volleyball program at the discretion of the head coach including, but not limited to, travel expenses and purchases of equipment and supplies.	\$685,090.05	\$685,090.05
Men's Glee Sesquicentennial Endowed Fund Established September 3, 2026, with gifts from donors to celebrate the 150th Anniversary of the Men's Glee Club; supports the Men's Glee Club and its mission of artistic excellence through outreach and engagement, and recruitment and retention of talented singers from the Ohio State community. Expenditures may include, but not be limited to, costs associated with the programs and activities of the Men's Glee Club.	\$145,927.02	\$145,927.02
W. Scott Melvin CMIS Support Fund Established September 3, 2026, with gifts from friends, family and colleagues of W. Scott Melvin given in his honor as the first director of the Center for Minimally-Invasive Surgery; supports research activities within the Center for Minimally-Invasive Surgery and supports an annual lectureship in honor of Dr. Melvin.	\$100,300.00	\$100,300.00
<u>Change in Name and Description of Named Endowed Funds (University)</u>		
From: The Deloitte and Touche Chair in Accounting To: The Deloitte Chair in Accounting		
From: Diversity, Equity and Inclusion Professorship in the College of Medicine To: Department of Pathology Professorship in the College of Medicine		
From: NACDS Pharmaceutical Administration Fund To: NACDS Fund		

<u>Change in Description of Named Endowed Funds (University)</u>		
Eta Kappa Nu - Fred H. Pumphrey Distinguished Teacher Award in Electrical Engineering		
The Virginia Hull Research Award		
The William M. and Francis Smith Junk Endowed Fund		
Ronald L. and Sharon Smith Redick Home Economics Graduate Fellowship/Scholarship Fund		
The John H. Rosemond, Sr., M.D. Scholarship Fund		
The Women's Pharmacy Club Scholarship Fund		
<u>Establishment of Named Endowed Chairs (Foundation)</u>		
James Mitchell Endowed Chair Established September 3, 2026, with gifts from James Mitchell (BA 1963, MBA 1965) and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position in the College of Arts and Sciences. The highest ranking official in the college or his/her designee shall have the discretion to choose which area in the college this chair supports. If the position is vacant, the annual distribution may be used to support faculty in the college at the discretion of the highest ranking official in the college or his/her designee.	\$3,500,000.00	\$3,500,000.00
Barbara and Al Siemer Chair in Functional Medicine Established September 3, 2026, with a gift from the Siemer Family Foundation (donor), at the request of Barbara J. and Arnold B. Siemer and matching funds as part of the Provost's Endowed Chair Matching Program; supports a chair position with a focus on functional medicine in the College of Medicine. If the position is vacant, the annual distribution may be used to support faculty with a focus on functional medicine in the college.	\$3,500,000.00	\$3,500,000.00
<u>Establishment of Named Endowed Professorship (Foundation)</u>		
Jim and Christina Grote Professorship in Integrative Health Education Established September 3, 2026, with gifts from Christina E. Grote and James E. Grote; supports a professorship position at any rank (assistant professor, associate professor, professor) in the Center for Integrative Health. If the position is vacant, the annual distribution may be used to provide integrative health training for all learners from undergraduates to residents and fellows, as well as practicing clinicians and practitioners. If the center ever ceases to exist, the annual distribution shall support faculty in the College of Medicine.	\$1,000,000.00	\$1,500,000.00

<u>Establishment of Named Endowed Professorship Fund (Foundation)</u>		
Dr. Martha S. Pitzer Professorship Fund in Nursing Established September 3, 2026, with gifts from the Pitzer Family Foundation. If the gifted principal balance of the fund reaches the required professorship funding level of \$1,000,000 by June 30, 2031, supports a professorship position focused on family nursing in the Martha S. Pitzer Center for Women, Children and Youth. Prior to full funding, if the position is vacant, or if full funding is not reached, the annual distribution may be used to support faculty in the College of Nursing focused on family nursing. If at any time the center ceases to exist, the fund shall support a professorship position focused on family nursing in the college.	\$100,000.00	\$4,000,000.00
<u>Establishment of Named Endowed Fellowship (Foundation)</u>		
Morell Family Fellowship Established September 3, 2026, with gifts from Michael A. Morell (BS 1993) and Dina M. Morell and matching funds as part of the Dean of Engineering Matching Program; supports a graduate fellowship in the College of Engineering focused on advances and research in energy, specifically in energy generation, storage, and distribution.	\$1,000,000.00	\$1,000,000.00
<u>Establishment of Named Endowed Funds (Foundation)</u>		
Peter H. Edwards, Sr. Endowment Established September 3, 2026, proceeds from a real estate gift from Peter H. Edwards, Sr. (BS 1955); supports the educational and research activities of Max. M. Fisher College of Business as determined by the dean of the college.	\$3,143,201.83	\$3,143,201.83
The Buck-I-SERV Endowment Established September 3, 2026, with gifts from the estate of Calvin D. Wible (BS 1949, MBA 1950); used to help support, expand and improve Buck-I-SERV, which is the Alternative Break Program in the University's Office of Student Life.	\$1,000,000.00	\$1,000,000.00
James Mitchell Endowed Graduate Student Support Fund Established September 3, 2026, with gifts from James Mitchell (BA 1963, MBA 1965); supports graduate students who are enrolled in the College of Arts and Sciences at the discretion of the highest ranking official in the college or his/her designee.	\$700,000.00	\$700,000.00

Rajendran Computer Engineering Endowment Fund Established September 3, 2026, with gifts from Akshai Rajendran and matching funds as part of the Scarlet and Gray Advantage Endowed Matching Gift Program; provides one or more scholarships to first-year undergraduate students enrolled in the Department of Computer Science and Engineering who graduated from a Dayton Public High School in Ohio and who participate in programming offered by the Community, Access, Retention and Empowerment Office (CARE) in the College of Engineering (or its successor). Scholarships are for non-Pell eligible students with the greatest financial need. It is the donor's desire to provide as significant financial support as possible to one eligible recipient. Any remaining distribution shall be used to provide as significant financial support as possible to additional eligible recipients. Scholarships are renewable as long as recipient(s) remain enrolled in the department and are in good academic standing. If no students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the department.	\$216,722.00	\$216,722.00
Dale and Lois (Trout) Marks & Family Student Support Fund Established September 3, 2026, with gifts from Lois Marks, who has been inspired by her husband Dale and her family, and wishes to honor the memory of her parents, Kenneth and Thelma Trout, who, through this fund, hope to address financial, academic, and emotional needs of students, to empower them to thrive and succeed. Provides support to students who are enrolled in the College of Nursing and demonstrate financial need. Funds may be used for, but are not limited to, offsetting the cost of books, rent, food, and other expenses, in the event of sudden financial need.	\$150,000.00	\$150,000.00
The Dr. Ann Christy Endowed Scholarship Fund[Established September 3, 2026, with gifts from an anonymous donor; provides one or more scholarships to undergraduate students who are enrolled in the College of Food, Agricultural, and Environmental Sciences. Preference shall be given to candidates majoring in animal sciences with an interest in equine.	\$144,174.99	\$144,174.99
The Veterinary Medicine Class of 1993 Endowed Scholarship Fund Established February 27, 2020, with gifts from members of the Veterinary Medicine Class of 1993; provides scholarships to students enrolled in the College of Veterinary Medicine. Revised September 3, 2026.	\$129,043.91	\$129,043.91

Craig A. Case Endowed Cancer Research Fund Established September 3, 2026, with gifts from Josephine A. Case, in memory of her husband, Craig A. Case; supports research into aggressive prostate cancer, with a particular focus on prostate cancer that transforms into small cell or neuroendocrine carcinoma, with the goal of improving patient outcomes and quality of life. If at any time this research is no longer needed or being conducted, the annual distribution may be used to support research for other cancer initiatives at the discretion of the highest ranking official in The Ohio State University Comprehensive Cancer Center – Arthur G. James Cancer Hospital and Richard J. Solove Research Institute or his/her designee.	\$114,808.73	\$114,808.73
The Wes Dutton Memorial Scholarship Established September 3, 2026, with gifts from Daniel S. Case (BS 2013); provides one or more scholarships to students who achieved high standardized test scores, but graduated high school with a grade point average of 3.5 or below on a 4.0 scale. First preference shall be given to candidates at or above the 95th percentile on either the ACT/SAT (or successor/equivalent test(s)). Second preference shall be given to candidates at or above the 90th percentile on either the ACT/SAT (or successor/equivalent test(s)). Scholarships are open to students studying in any major with first preference to students who major in political science. If no students meet the selection criteria, the scholarship(s) will be open to all students enrolled at the University.	\$113,287.50	\$113,287.50
Anna Bogdal and Szczepan Dobkowski Scholarship Fund for Polish Studies Established September 3, 2026, with gifts from the Peter C. Dobkowski Trust, Susan M. Ferguson, Trustee; supports students studying the Polish language and/or other disciplines related to Poland. Funds will be used for scholarships, travel grants, or to facilitate internships, domestically and internationally. Preference shall be given to candidates who demonstrate financial need.	\$110,147.30	\$110,147.30
Rosalie M. Rogers Nursing Scholarship Fund Established September 3, 2026, with gifts from Peter T. Rogers in honor of his wife, Rosalie M. Rogers (BS 1986); provides one or more scholarships to graduate students who are enrolled in one of the following programs within the College of Nursing: Neonatal Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, Women's Health Nurse Practitioner, or Certified Nurse Midwife. Preference shall be given to candidates who are first-generation college students who demonstrate financial need.	\$103,165.00	\$103,165.00

Dale Svendsen Endowed Leadership Symposium Fund for Collaborative Care of Serious Mental Illnesses Established September 3, 2026, with gifts from Dr. Dale Phillip Svendsen (MD 1967, MS 1971), Emeritus Professor of Clinical Psychiatry; supports educational programing in the Department of Psychiatry and Behavioral Health focused on community care for serious mental illnesses. Expenditures may be used for, but are not limited to, presentation costs, travel expenses, and related learner engagement and leadership development at the discretion of the highest ranking official in the department or his/her designee.	\$100,796.28	\$100,796.28
Paul S. Derocher '75 Memorial Endowed Scholarship Fund in Architecture Established September 3, 2026, with gifts from Irene M. Derocher, in loving memory of Paul S. Derocher (BS 1975); provides one or more scholarships to undergraduate students who are studying in the Architecture Section in the Austin E. Knowlton School of Architecture. Preference shall be given to candidates who demonstrate financial need.	\$100,606.42	\$100,606.42
Marie Kraft Conkle Memorial Scholarship Fund Established September 3, 2026, with gifts from Daniel O. Conkle (BA 1976, JD 1979) and Deborah W. Conkle (BS 1976) in memory of Daniel's grandmother; provides one or more scholarships to first-generation law school students with preference given to candidates who are also first- generation college students at any degree level. If no students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the Michael E. Moritz College of Law and graduated from a high school in the state of Ohio.	\$100,000.00	\$100,000.00
Nevin and Vickie Demmitt Scholarship Fund Established September 3, 2026, with gifts from Nevin Demmitt and Vickie Demmitt; provides one or more scholarships to fourth-year DVM students who are enrolled in the College of Veterinary Medicine and demonstrate an interest in practicing large animal/livestock medicine (including farm animals and equine). First preference shall be given to candidates who graduated from a high school in Hardin County, Ohio (or its contiguous counties: Hancock; Wyandot; Marion; Union; Logan; Auglaize; and Allen). Second preference shall be given to candidates who graduated from any school in the state of Ohio. If no students meet the selection criteria, the scholarship(s) will be open to all DVM students who are enrolled in the College of Veterinary Medicine and demonstrate an interest in practicing large animal/livestock medicine (including farm animals and equine).	\$100,000.00	\$100,000.00
Leitzel Endowment Established September 3, 2026, with an estate gift from Dr. Joan R. Leitzel; supports the Department of Mathematics in the College of Arts and Sciences to be used at the discretion of the highest ranking official in the department or his/her designee, which shall be used for student scholarship support.	\$100,000.00	\$100,000.00

Thomas A. Miller Food, Agricultural, and Biological Engineering Scholarship Fund Established September 3, 2026, with gifts from Thomas A. Miller; provides one or more scholarships to students who are studying in the Department of Food, Agricultural, and Biological Engineering. If no students meet the selection criteria, the scholarship(s) will be open to all students who are enrolled in the College of Food, Agricultural, and Environmental Sciences.	\$100,000.00	\$100,000.00
The Kevin Mueller Scholarship Fund Established September 3, 2026, with gifts from Caitlin Henniger (BA 2005, BA 2005) and William Henniger; supplements the grant-in-aid costs of undergraduate student-athletes. Preference shall be given to candidates who are members of the women's rowing team.	\$100,000.00	\$100,000.00
Dr. Gaozhong Zhu and Dr. Xiudong Sun Endowed Fund Established September 3, 2026, with gifts from Dr. Gaozhong Zhu (PhD 1999) through The Gaozhong Zhu Charitable Lead Annuity Trust; used at the discretion of the highest ranking official in the Graduate School or his/her designee. If at any time the gifted principal balance reaches the then current minimum required for a restricted endowment, the fund name shall be revised to the Dr. Gaozhong Zhu Endowed Graduate Support Fund and the annual distribution will support international graduate students who demonstrate financial need. If no students meet the selection criteria, support will be open to all international students.	\$60,491.80	\$60,491.80
The George and Christine Georgiandis Family Innovation Fund Established September 3, 2026, with gifts from George J. Georgiandis (BS 1989) and Christine Georgiandis; used at the discretion of the highest ranking official in the Max M. Fisher College of Business or his/her designee to support activities of the faculty, students, and staff in accordance with the strategic plans of the college.	\$51,500.00	\$51,500.00
<u>Change in Name and Description of Named Endowed Fund (Foundation)</u>		
From: The Gillian Groves and Gerald Petersen Endowed Scholarship Fund for Women in Engineering To: The Gillian Groves and Gerald Petersen Endowed Scholarship Fund for Engineering		
From: The Carole Hershey Walters Endowed Scholarship Fund To: The Carole Hershey Walters Endowed Fund		
<u>Change in Name and Description of Named Endowed Fund (Foundation)</u>		
From: The Michael C. and Inez Eicher Advancement Innovation Fund To: The Michael C. and Inez Eicher Scholarship Fund		

From: Hogarth-Butturini Family Financial Services Fund for Public-Service Internships To: Hogarth-Butturini Fund for Public-Service Internships		
<u>Change in Name of Named Endowed Fund (Foundation)</u>		
From: Burn Jeng Lin, PhD and Sue Huang Lin Endowed ElectroScience Laboratory Professorship To: Burn and Sue Lin Endowed ElectroScience Laboratory Professorship		
<u>Change in Description of Named Endowed Funds (Foundation)</u>		
The Barry Family Endowed Fund		
Belmont County Alumni Scholarship Endowed Fund		
The Marie Cummins Curtin Scholarship Fund in Pharmacy		
Dr. Robert V. and Aneta K. Hutchison Scholarship Fund		
Shanthi and Sravana Kumar Karnati Family Chemical Engineering Scholarship Fund		
The Kevin R. Keller Endowed Scholarship Fund		
The Douglas and Ethel-Marie D'Luzansky LeVasseur Travel Abroad Fund		
Schwabero Family Scholarship Fund		
Shumate Family Endowment Fund at The Wexner Center for the Arts		
The Alumni Club of Taiwan Scholarship Fund		
Dr. Elizabeth Wagner Scholarship Fund		
Bruce and Jane Walsh Endowed Fund		
Total	\$17,636,241.35	

*Amounts establishing endowments as of July 31, 2026, unless notated otherwise.

NAMING OF THE OKLO NUCLEAR REACTOR LABORATORY

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval for the naming of the Nuclear Reactor Laboratory, located at 1298 Kinnear Road, is proposed.

WHEREAS The Ohio State University Nuclear Reactor Laboratory (NRL) is an interdisciplinary research facility providing students in introductory nuclear science courses experiential learning; and

WHEREAS the NRL is used in collaboration with researchers across the nation from institutions such as NASA and other universities; and

WHEREAS Oklo Inc has provided significant contributions to the NRL; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Oklo Inc's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the Oklo Nuclear Reactor Laboratory.

NAMING OF THE CHRISTINE COULTRIP DWARF CONIFER COLLECTION

IN CHADWICK ARBORETUM AND LEARNING GARDENS

Synopsis: Approval for the naming of the dwarf conifer garden in the Chadwick Arboretum and Learning Gardens, located at 2001 Fyffe Court, is proposed.

WHEREAS The Chadwick Arboretum and Learning Gardens honor the Land-Grant tradition of the Ohio State University by providing extensive and diverse plant collections for education, research, and enjoyment; and

WHEREAS a space focused on the growth and preservation of dwarf conifer varieties of trees is currently being constructed, adding additional opportunities for education and enjoyment; and

WHEREAS Robert and Christine Coultrip have provided significant contributions to the Chadwick Arboretum and Learning Gardens; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of Robert and Chrstine Coultrip's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical garden, the aforementioned space be named the Christine Coultrip Dwarf Conifer Collection.

NAMING OF CVS HEALTH INNOVATION HUB

IN THE RIFFE BUILDING

Synopsis: Approval for the naming of room R235 in the Riffe Building, located at 496 W 12th Ave, is proposed.

WHEREAS The Ohio State University College of Pharmacy drives transformative education, research, practice and community engagement, empowering innovators to advance health for all; and

WHEREAS the Riffe Building has been undergoing renovations by the college to create a new learning center to include active learning classrooms, individual study spaces, meeting rooms and a new student lounge to better serve and support students and staff within the college; and

WHEREAS CVS Health has provided significant contributions to the College of Pharmacy; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of CVS Health's philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned space be named the CVS Health Innovation Hub.

NAMING OF INTERNAL SPACES

IN ENGINEERING RESEARCH AND EDUCATION LABORATORIES

Synopsis: Approval for the naming of internal spaces in Engineering Research and Education Laboratories, located at the corner of Woodruff Avenue and College Road, is proposed.

WHEREAS The College of Engineering's new Engineering Research and Education Laboratories (EREL) will capitalize on the momentum and gains in education, research, innovation and economic well-being; and

WHEREAS EREL creates collaborative spaces for the university's highly ranked Departments of Materials Science and Engineering, Biomedical Engineering and the William G. Lowrie Department of Chemical and Biomolecular Engineering, spurring new ways of conducting research, new improvements to human health and new partnerships to advance Ohio businesses; and

WHEREAS the donors listed below have provided significant contributions to the construction of EREL; and:

- Dr. Ayanna Howard
- Google LLC
- Air Transport Services Group Inc

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That in acknowledgement of the aforementioned donors' philanthropic support, the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facility the aforementioned spaces named the following:

- Ayanna Howard Innovation Space (rm. 2241)
- Google Foundations Lab (rm. 1250)
- Air Transport Services Group Charitable Foundation Office (rm. 2203)

NAMING OF ROADWAYS

IN THE COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

Synopsis: Approval for the renaming of the east-west portion of Carmack Road in the Waterman Agricultural and Natural Resources Laboratory is proposed.

WHEREAS construction and growth of Waterman Agricultural and Natural Resources Laboratory has changed traffic patterns and increased visitors to the area; and

WHEREAS the renaming of a portion of Carmack Road to Hess Road will allow for more efficient navigation of the Waterman Agricultural and Natural Resources Laboratory; and

WHEREAS the College of Food, Agricultural, and Environmental Sciences recommends and Planning, Architecture and Real Estate reviewed this change; and

WHEREAS the naming has been reviewed according to the approval process outlined in the Naming of University Spaces and Entities policy:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves, in accordance with paragraph (D) of rule 3335-1-08 of the Ohio Administrative Code, that for the life of the physical facilities the aforementioned portion of the roadway be named Hess Road.