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3335-5-48.1 Council on Academic Affairs.

(A) Membership.

The council on academic affairs shall consist of sixteen members.

(1) Ten regular tenure-track faculty.
   (a) Six regular tenure-track faculty, at least two of whom are members of the senate, selected by the faculty council. The term of service is three years.
   (b) Four regular tenure-track faculty appointed by the president. The term of service is three years.

(2) Five students.
   (a) Two graduate students. The term of service is two years.
   (b) One professional student.
   (c) Two undergraduate students. The term of service is two years.

(3) One administrator. The executive vice president and provost, or designee.

(B) Duties and responsibilities.

(1) Make recommendations to the senate concerning the educational and academic policies of the university (see rule 3335-5-41 of the Administrative Code). This responsibility shall include, but shall not necessarily be limited to, the power to make recommendations concerning the establishment, alteration and abolition of all curricula and courses offered by the university or any division thereof; of all degrees and certificates conferred under authority of the university or any division thereof; and of all colleges, departments, and schools. It may conduct such investigations and appoint such committees as are reasonably necessary to carry out its responsibilities under these rules. Committees appointed by this council may be discharged by it at any time.

(2) Initiate recommendations to the senate and review all proposed changes in the educational and academic policies of the university. In reviewing proposed changes, the council shall:
   (a) Receive from the various colleges and schools, pursuant to the exercise of their powers under rule 3335-5-14 of the Administrative Code, proposals for the establishment, alteration or abolition of courses and curricula, of departments, schools, and divisions within a college, and of academic degrees. (See rules 3335-3-37, 3335-8-02, and 3335-8-03 of the Administrative Code);
   (b) Receive from the graduate school, pursuant to the exercise of powers conferred upon the research and graduate council by rule 3335-5-35 of the Administrative Code, its proposals for the adoption, alteration or abolition of graduate-credit courses and curricula, and of academic degrees administered by it. (See rules 3335-8-02 and 3335-8-03 of the Administrative Code.)

Upon proposals respecting courses and curricula, the council shall act with finality subject to the rights of the graduate school or of any college to bring the council's decision before the senate for review. With respect to other submissions to it, the council shall make its
recommendations to the senate after notice thereof, in at least abbreviated form, has been given in the official bulletin. Failure of the council on academic affairs to act or to submit its recommendations will not deprive the senate of power to review these other submissions.

(3) Foster, as needed for interdisciplinary programs involving two or more academic areas, the establishment of faculty coordinating units reporting to the council. These units shall perform coordinative functions similar to those of the faculty of the arts and sciences (see rule 3335-5-27 of the Administrative Code) and shall serve the interdisciplinary interest of academic programs both within and among the several colleges of the university.

(4) Appoint “ad hoc” arbitration committees to help solve problems created by any major reorganization of the academic structure of the university. The role of such committees shall be:

(a) To encourage discussion between and within groups of faculty members of departments or schools when it is apparent that relocation in a different organizational environment is a source of concern to some of these groups;

(b) To hear viewpoints and where necessary to take the lead in the arbitration of problems of individuals or groups who feel their professional development may be adversely affected by the revised organization.

If agreement cannot be reached by consultation or arbitration, an arbitration committee may make a recommendation to the senate through the council on academic affairs on what should be done to solve the problem at issue from the standpoint of what is best for the university.

(5) Review the academic organization of the university at five-year intervals to make certain it is kept as closely attuned as possible to changing needs. Any suggestions for modifications and improvements shall be reported to the senate.

(6) Formulate and announce a procedure to be followed in the establishment, alteration or abolition of courses or curricula.

(7) Review the administration's proposals following the determination of a state of financial exigency as provided under rule 3335-5-02.1 of the Administrative Code.

(C) Organization.

(1) The chair of the council shall be elected for a one-year term by the council from the membership of the council. The vice chair of the council shall be elected for a one-year term by the council from the membership of the council. The chair (or in that person’s absence, the vice chair) shall preside at all meetings of the council.

(2) Reports by the council on academic affairs to the president, other than those made through the senate, shall be made by the chair through the executive vice president and provost.


Note: All proposals for the establishment, alteration or abolition of courses and curricula, and of academic degrees, flow through established processes. Once approved, curricula offered at any of the University’s campuses, or through alternative modes of delivery, carry the same expectations for student learning and rigor.
University Organization

3335-1-05 University organization
   http://trustees.osu.edu/rules/bylaws-of-the-board-of-trustees/ru1-05/
3335-3-25 Organization of the university.
3335-3-26 Establishment of colleges and graduate school.
3335-3-26.1 Establishment of regional campuses.
3335-3-26.2 Executive dean for regional campuses.
3335-3-27 Organization of the graduate school
3335-3-34 Schools, departments, divisions, and sections; defined and located.
3335-3-36 Centers and institutes.
3335-5-14 Powers (college faculties).
3335-5-30 Powers and functions (graduate faculty)
3335-5-34 Duties and responsibilities (Graduate council)
3335-5-41 Powers (University Senate.)
See http://trustees.osu.edu/university/facultyrules for the text of these rules

Determining College Status

I. Assumptions.
   A. It is deemed appropriate to view these as guidelines only and that no hard and fast rules can be written to cover all possible requests. A quick review of our existing college structure shows a wide range of reasons for granting college status. These guidelines will be needed to evaluate new proposals and not to restructure the university.
   B. College status would enable faculty to carry out more effectively their responsibility for teaching, research, creative work and service than would be the case with the existing structure.
   C. College status makes the faculty in that unit responsible for setting the goals, mission, objectives and general direction of the unit.
   D. College status provides fiscal control to that unit and thereby (hopefully) improves the teaching, research, creative work, and service mission.
   E. There is a “critical mass” necessary for an effective administration to function at the college level. A lack of flexibility or a lack of options resulting from size would not seem to be in the best long-run interests of the unit.

II. A college should:
   A. Have a generally recognized, academic subject matter containing one or more fairly discrete areas of academic concern.
   B. Have a general area of subject matter that is significantly different from areas that are included within the purview of another school or college.
C. Have substantive academic programs at professional or undergraduate levels and the graduate level and offer degrees in those programs.

D. Have a source of faculty members prepared to offer academic work in the academic areas concerned.

E. Undertake teaching, research, creative work, and public service in a manner which has the potential for developing national and international recognition. It is expected that some of the professors in the proposed college will have national and international reputations for their research and creative work at the time of attaining college status.

F. Enhance the academic programs of other units of the university and enhance the reputation of the university without decreasing the effectiveness of the mission of the college from which it is detached.

G. A proposed administrative structure that meets the qualifications spelled out in the Bylaws and Rules 3335-1-05, 3335-3-29, 3335-3-32, 3335-3-33 of the Administrative Code.

III. The organization wishing to attain college status shall have demonstrated or have adequate plans to be able to carry out the powers of college faculties as outlined in 3335-5-14 of the Administrative Code. See below:

3335-5-14 Powers

The several college faculties shall have, subject only to the separate powers of the faculty of a school (see rule 3335-3-34 of the Administrative Code) and of the faculty of the arts and sciences (see rule 3335-5-27 of the Administrative Code), the following general powers:

(A) To adopt requirements for admission subject to the approval of the university senate and the board of trustees;

(B) To adopt, alter or abolish courses and curricula subject to the approval of the council on academic affairs and the president and the board of trustees (see rules 3335-5-48.1 and 3335-8-02 of the Administrative Code);

(C) To create and abolish schools, and departments of instruction within the college subject to approval of the council on academic affairs, the university senate, the president and the board of trustees (see rules 3335-3-25 to 3335-3-29, 3335-3-37, and 3335-5-48.1 of the Administrative Code);

(D) To adopt and abolish academic degrees administered by them subject to approval of the council on academic affairs, the university senate, the president, and the board of trustees;

(E) To recommend to the faculty membership of the university senate and the board of trustees, candidates for degrees. (B/T 6/4/2004)

IV. In addition to the above criteria, an organization wishing to attain college status should meet the following minimum quantitative requirements unless persuasive academic reasons demonstrate the need for exceptions:

A. Fifty regular FTE faculty members spread through the three academic ranks from assistant professor to professor. At least 50 percent of these shall have attained tenure.
B. An annual budget of at least three million dollars.*
C. Graduate 100 professional or undergraduate students annually.
D. At least three departments or academic faculties.

Approved by Council on Academic Affairs, 02/16/83

**Academic Department or School**

Academic units should meet the following academic requirements. It is recognized that a particular unit may not meet all the requirements, but the formation of a department which does not should only be approved when circumstances appear to dictate that such approval is particularly crucial to the academic programs of the university.

I. A recognized, fairly discrete area of academic concern not already included within the mission of another department.
II. Potential academic programs at both graduate and undergraduate levels.
III. A source of faculty members prepared to offer academic work in the academic area concerned.
IV. An area of academic concern that offers research and/or public service opportunities in addition to formal classroom teaching.
V. An area of academic concern that has the potential for developing national or international recognition as an academic discipline.
VI. An area of academic concern which either has or is in the progress of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs.
VII. While not the sole reason for granting departmental status, unless clear and persuasive academic arguments exist to demonstrate the need for exceptions, a department should meet the following requirements of efficiency.
   A. A minimum of 10 faculty positions spread through at least the three academic ranks from assistant professor to professor.
   B. A minimum budget of $250,000.*
   C. Courses that enroll students for a minimum of 2,000 semester credit hours per semester.

Approved by Council on Academic Affairs, 01/15/68 and 05/20/68

Modified by Council on Academic Affairs, 04/27/70

* In 2008 dollars, $3M is now $6.59M using the U.S. Consumer Price Index.

* In 2008 dollars, $250,000 is now $1.57M using the U.S. Consumer Price Index.
Division

The following guidelines will be used by the Council on Academic Affairs in the establishment of divisions.

I. A division will be an academic unit which meets the academic criteria for the creation of a department, but which does not yet meet the efficiency criteria. The Council on Academic Affairs will grant divisional status to college subunits when there is a high expectation that the division will reach departmental or school status within five years.

II. A division will be titled the Division of X.

Such incipient departments may be evaluated by the appropriate college and the Council on Academic Affairs annually.

Unless originated by the Council on Academic Affairs, proposals for the creation of divisions will be forwarded to the council by the college or school within which the subunit will be located and each proposal must have the approval of that college or school.

Additional Issues to Address

In addition to the points identified in the guidelines and Faculty Rules, proposals for the establishment of new academic units should include the following.

I. Rationale

A. Define the mission of the proposed unit.

B. Define the purpose of the unit (investigate overlap with other academic units already established at the university and include letters of interest or objection).

C. Describe the role of the new unit in relationship to the larger administrative unit of which it will be a part.

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

E. Enumerate proposed major programs.

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

   ii. State goals of enrollees in proposed programs.

   iii. Estimate opportunities for graduates of proposed programs.

F. State opportunities provided for study or application of the subject beyond the structure of the classroom.

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

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

II. Demand

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

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

C. State the reasons that other units are not able to meet the demand.
III. Cost
   A. Describe anticipated internal funding and external funding potential.
   B. Compare cost of proposed unit with that of like institutions with similar academic units.
   C. Evaluate cost of additional faculty that may be needed.
   D. State adequacy and availability of facilities as well as faculty.

IV. Other
   A. Include information regarding the use of consultants or advisory committees in the development of the proposal, with copies of reports from such consultants or advisory committees.
   B. Propose a date for the unit to be effective

Withdrawing an Academic Unit

The withdrawal of an academic unit must follow the same procedures and guidelines as the establishment of a unit.

Academic Unit Name Changes

Proposals for renaming academic units should include the following.
I. The rationale for the name change.
II. An indication of how the unit faculty voted on the change.
III. Whether the undergraduate major name, name of the graduate program, degree titles and/or Course Offerings Bulletin listings would also be changed.
IV. The proposal should be accompanied by letters of concurrence or objection from related units

Name change requests are to be submitted by the dean of the college to the Office of Academic Affairs. The Office of Academic Affairs will submit the proposal to the Graduate School, if appropriate, and to the Council on Academic Affairs. After the Council on Academic Affairs takes action, the request will be forwarded to the University Senate and then to the Board of Trustees for final approval.

Alteration or Abolition of Units

Proposals for the alteration or abolition of units should adhere to the structure outlined in Section B of this rule.

3335-3-37 Alteration or abolition of units.

(A) Definitions.
   (1) The term unit refers to departments, schools and colleges.
   (2) For purposes of this rule, the term alteration shall refer to the consolidation or reconfiguration of units. Consolidation shall refer to the combining of two or more units, with little or no...
additional change. Reconfiguration shall refer to the breaking apart of existing units and their academic programs and recombining the faculty and programs into new units.

(3) For the purposes of this rule, the term abolition shall refer to the complete elimination of a unit and the academic programs it provided.

(4) Alteration or abolition described herein may be initiated without a declaration of financial exigency.

(B) Procedure for alteration or abolition of departments and schools.

(1) A proposal to alter or abolish a unit may be initiated by any of the following:

(a) The dean of the college administratively responsible for the unit(s) for which alteration or abolition is proposed,

(b) The executive vice president and provost,

(c) The council on academic affairs, or

(d) Faculty from the affected unit(s).

(2) A proposal for alteration or abolition of a unit must include an analysis with the following elements. It shall be the responsibility of the party making the proposal to provide this analysis.

(a) A rationale for alteration or abolition of the unit which includes a history of the formation, activities and evaluation of the performance of the unit.

(b) An enumeration of all faculty affected by the alteration or abolition of the unit.

(c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.

(d) An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.

(e) An analysis of the students affected by the proposal, including majors, non-majors, professional and graduate students.

(f) Specific proposals regarding support for currently enrolled students until degree completion.

(g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.

(h) An analysis of the services lost to the rest of the university as a consequence of the proposal.

(i) An analysis of impact on constituencies external to the university, including alumni.

(j) An analysis of the impact on governance at all relevant levels as a consequence of the proposal.

(k) An analysis of the impact upon diversity.

(l) An analysis of the impact on the academic freedom and responsibility of all affected faculty.
(3) The proposal must be discussed with affected faculty, students, and staff, who may provide written and verbal feedback. The proposal may be modified by the proposal’s initiator in response to feedback. Following a thorough consultative process with affected faculty, students, staff, and others as appropriate, the college faculty shall vote on the proposal. The proposal, along with the numerical vote of the college faculty, shall then be forwarded to the council on academic affairs.

(4) The proposal will be judged by the assessment parameters developed by the council on academic affairs and published in its guidelines. The council on academic affairs will review the proposal and will also evaluate the consultation process. It will then return the proposal to the initiator for additional work if the proposal or the consultation has been judged inadequate, or approve the proposal and send it to the university senate for consideration, or disapprove the proposal, which ends the process.

(5) If the council on academic affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.

(6) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.

(7) The president shall review the proposal. If in favor, the president will forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the faculty; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate.

(C) Procedure for alteration or abolition of colleges.

(1) The council on academic affairs, the executive vice president and provost, the dean, or faculty from the affected unit may initiate a proposal to alter or abolish a college.

(2) A proposal for alteration and abolition of a college must include an analysis with all of the elements outlined in paragraph (B)(2) of this rule. It shall be the responsibility of the party making the proposal to provide this analysis.

(3) The council on academic affairs shall appoint an ad hoc committee to evaluate the proposal. The ad hoc committee shall have a majority of regular faculty. The charge to the ad hoc committee and the composition of that committee must be agreed upon by the council on academic affairs, the executive committee of faculty council, and the executive vice president and provost.

(4) The ad hoc committee shall evaluate the proposal, which will include extensive consultation with affected faculty, students, and staff, and relevant parties external to the university.

(5) The recommendation of the ad hoc committee will be forwarded to the council on academic affairs and the executive vice president and provost.

(6) Prior to accepting or rejecting the ad hoc committee’s recommendation, the council on academic affairs will consult with faculty council and the executive vice president and provost. The faculty council response, including its vote, and a letter of recommendation from the executive vice president and provost shall be considered by the council on academic affairs.
The council on academic affairs will then either terminate the process or forward its positive recommendation to the university senate.

(7) If the council on academic affairs approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.

(8) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.

(9) The president shall review the proposal. If in favor, the president shall forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the faculty; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate. (B/T 6/1/2001, B/T 6/4/2004)
3335-3-36 Centers and institutes.

(A) Definition of an academic center (institute).

An academic center is a non-degree granting educational unit of the university engaged in research; instruction; or clinical, outreach, or related service. An academic center is defined by its mission and scope, not its title, and may be described as a center, institute, laboratory, or similar term. Use of “center” or “institute” in the names of proposed units of the university shall be limited to academic centers, unless otherwise approved by the council on academic affairs. See paragraph (C) of rule 3335-3-56 of the Administrative Code, for the definition of non-academic centers. Academic centers are of two broad types: university centers and college centers.

University center typically will have a substantial research/scholarship component to their mission, but also may be involved in instruction, and/or related service. Their internal funding (initial and continuing) is drawn fully, or in large part, from central university funds (i.e. office of the president, office of academic affairs, office of research). The leadership of the center will report to one or more of those offices.

College centers typically will have some mix, with variable emphases, of research/scholarship, instruction, service, clinical or outreach missions. Internal funding (initial and continuing) is drawn fully, or in large part, from one college or a small set of colleges. The leadership of the center will report to one dean or a small set of deans.

(B) Establishment, reporting, and oversight.

(1) Establishment of university centers

Proposals for university centers will be developed following the "guidelines for the establishment and review of academic centers" and submitted to the office of academic affairs for action.

The chair of the council on academic affairs (CAA), the provost’s designee to that council, and the chair of the university research committee (URC) will review the proposal to ensure adherence to the guidelines and determine if it includes a substantial research component.

If so, a “centers subcommittee” of the council, supplemented with membership from URC, will review the proposal and bring a recommendation for action to CAA. If a substantial research component does not exist, the special subcommittee of the council (without URC involvement) will review the proposal and bring a recommendation for action to CAA.

If approved by CAA, the proposal will be sent to the university senate for final approval. That action will be communicated to the board of trustees.

(2) Establishment of college centers.

Each college will have a template for the establishment and review of centers that will be included in the college pattern of administration. Copies of college templates also will be maintained in the office of academic affairs (OAA). Proposals will be developed with adherence to the template, and submitted to the dean(s) of the college(s).

No review/action by CAA is required. The dean(s) will inform the OAA of the establishment of such a center. OAA will inform CAA, resulting in official institutional notification.

The office of academic affairs shall maintain a register of all academic centers and appropriate records concerning each one.

(3) Curricula and faculty affiliation.
Although neither university nor college centers may establish independent course offerings and degree programs, they may participate in cooperative programs involving course offerings and degree programs within existing academic units. With the approval of the council on academic affairs, the faculty of a school or college may delegate to an academic center the authority to offer courses or degree programs established under the auspices of that school or college. Proposals for any such courses or programs must be forwarded to the office of academic affairs with the signature approval of the appropriate school or college which must retain ultimate authority and responsibility for the courses or degree programs.

University faculty and staff may affiliate with the academic center under procedures approved by its oversight committee. Academic centers shall not serve as tenure initiating units.

(4) Administration.

An academic center shall be administered by a director who shall be appointed by and report to the dean, relevant vice president(s) or deans of the pertinent college(s).

(5) Oversight.

Each university and college center shall have an oversight committee, at least two-thirds of whose members are regular faculty from the academic units involved in the center. The director shall consult regularly with the oversight committee.

The director of each academic center shall develop in conjunction with the oversight committee a pattern of administration for the center.

(6) Review process.

All university centers will be reviewed two years after initial establishment and at four-year intervals thereafter. The centers subcommittee of CAA will conduct the review following the “guidelines for the establishment and review of centers” and bring a recommendation for action to CAA. The range of actions include: continuation, conditional continuation with a follow-up in less than four years, and termination.

All college centers will be monitored through annual reports to the college dean(s). Should significant change to a center occur, or a decision be made to abolish a center, notification of that decision will be made to the office of academic affairs and through it to CAA.

(7) Previously established centers.

All existing academic centers established outside this rule shall be reviewed under the requirements of this rule. Those not in compliance with the rule shall be allowed one additional year to make appropriate adjustments to allow for their continuation.

Note: the request of any established center seeking to move from one type to another must be reviewed and approved by CAA.

(C) Conditional use of the term “center.”

Start-up centers are permitted. Following a formal request by a vice president or dean and expedited review and approval by CAA, the term “center” may be used related to external or central funding possibilities. That action will be communicated directly to the board of trustees. Should funding not be secured within one year, the unit must request from CAA an extension of the use of the term. Once funding is secured, the appropriate process for establishment of a university or college center must be initiated within one year. (B/T 9/8/61, B/T, 6/4/93, B/T 9/1/97, B/T 12/4/98, B/T 6/7/2005, B/T 6/6/2008, B/T 2/01/2013)
Guidelines for the Establishment and Review of Academic Centers

Academic centers/institutes are of two broad types, based on the inter-related characteristics of mission, source of funding, and reporting line.

All centers will have:

- A director who is appointed by and reports to the relevant vice president(s) or dean(s).
- An oversight committee composed primarily of faculty who will be consulted regularly by the director.
- A pattern of administration developed by the director in conjunction with the oversight committee that will include center membership criteria.

No center may:

- Serve as a tenure initiating unit.
- Establish independent course offerings and degree programs.

Temporary/Conditional Use of the Term “Center”

By university rule, all uses of the terms “center” and “institute” must be approved by the Council on Academic Affairs. Beyond “university” and “college” centers, start-up centers are permitted.

Use of the term “center” related to external and/or central institutional funding possibilities may occur in an expedited manner following submission of a formal request by a vice president or dean and then review and approval by the Council on Academic Affairs. If approved, that action will be communicated directly to the Board of Trustees. Should funding not be secured, use of the term center ends. If funding is secured, the appropriate process for establishment of a university or college center must occur.

College Centers

These centers typically will have some mix, with variable emphases, of research/scholarship, instruction, service, clinical or outreach missions. Internal funding (initial and continuing) is drawn fully, or in large part, from one college or a small set of colleges. The leadership of the center will report to one dean or a small set of deans.

Each college will have a template for the establishment and review of centers that will be included in the college pattern of administration. Copies of college templates also will be maintained in the Office of Academic Affairs. Proposals will be developed with adherence to the template, and submitted to the dean(s) of the college(s).

No review/action by the Council on Academic Affairs is required. The dean(s) will inform the Office of Academic Affairs of the establishment of such a center. The Office of Academic Affairs will inform the council, resulting in official institutional notification.

All centers will be monitored through annual reports to the college dean(s). Should significant change to a center occur, or a decision be made to abolish a center, notification of that decision will be made to the Office of Academic Affairs and through it to the Council on Academic Affairs.

All centers moving from one type to another must be reviewed and approved by CAA.
University Centers

These centers typically will have a substantial research/scholarship component to their mission, but also may be involved in instruction, and/or related service. Their internal funding (initial and continuing) is drawn fully, or in large part, from central university funds (i.e., Office of the President, Office of Academic Affairs, Office of Research, College of Arts and Sciences). The leadership of the center will report to one or more of those offices.

Procedures for Establishing a University Center

Those wanting to establish an academic center must consult with the Office of Academic Affairs to determine the appropriate path for proposal development.

I. A university academic center proposal will be submitted to the Office of Academic Affairs and reviewed by the chair of the Council on Academic Affairs, the executive vice president and provost’s designee to that council, and the chair of the University Research Committee to ensure adherence to the guidelines and determine if a substantial research component exists.

II. A centers subcommittee of the council then will review the proposal. That subcommittee will be supplemented with membership from the University Research Committee if there is a substantial research component. The subcommittee will bring a recommendation for action to the Council on Academic Affairs.

III. A proposal approved by the council will be sent to the University Senate for action. If approved by the Senate, that action will be communicated to the Board of Trustees.

Proposal to Establish a University Center

The proposal should provide in clearly labeled sections the information requested below.

I. Mission: Explain the mission of the center and how it is aligned with the university’s Academic Plan and strategic goals. In particular, describe or explain the following:

   A. The missions of the university (research, teaching, service or outreach) most relevant to the center.
   B. The interdisciplinary nature of the center.
   C. The goals of the center that cannot be met within existing academic units.

II. Faculty: Describe the level of faculty interest and commitment to the center. In particular, provide, describe or explain the following:

   A. The criteria for selecting the center’s faculty membership.
   B. A list of faculty expressing interest in associating with the center and accompanying documentation that their chairs/directors support such involvement.
   C. The extent to which staff and students will be involved and how they will be supported.

III. Administration: Describe the administrative structure and responsibilities of the director and oversight committee. In particular, describe or explain the following:

   A. The name of the director or interim director of the center.
   B. The proposed responsibilities of the director.
C. The function(s) and composition of the oversight committee.
D. The reporting line—the dean, group of deans, or vice president to whom the center will report.
E. The main components of a pattern of administration for the center (to be formally completed/approved within a year of center establishment).

IV. Budget/Funding: Specify budget and funding sources for the center. In particular, describe or explain the following:

A. The expected budget for the first year of operation.
B. Funding sources and one-time and recurring costs.
C. Existing or new equipment, space, and facilities needed to establish the center.
D. The sustainability of the center—possibilities for external funding, and details of related funding proposal submissions.

V. Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center will be measured.

VI. Supporting Materials: Solicit and include letters of support from:

A. Relevant department chairs, school directors, deans, and vice presidents from within the university.
B. Interested parties outside the university.
C. Entities with similar emphases at other universities.

Review of University Centers

All university centers and institutes (hereafter “university centers” or “centers”), as defined in 3335-3-6, must be reviewed two years after initial establishment and at four year intervals thereafter, as articulated in 3335-3-36. The following priorities will guide the review of existing centers (those established before adoption of the 2008 revision to 3335-3-36). Of highest priority are those university centers that

- Have not been reviewed in the past five years or are not subject to close periodic scrutiny by an appropriate review agency, accreditation body, or funding agency typically composed of distinguished faculty, researchers, or community partners with expertise in the relevant area.
- Have experienced substantial growth in administrative staff over the past five years not fully anticipated or funded by initial budget allocations or subsequent external funding or earnings.
- Were initially justified on the basis of external funding, but where the amount of external funding has proven to be insufficient to cover operating costs.
- Are deemed inactive.

The following principles and procedures will govern all reviews of university centers and are proposed as a guide for the review of college centers. The review of university centers will be conducted by the centers subcommittee of CAA and will proceed according to the terms outlined in the “Guidelines for the Establishment and Review of Centers.” If the center being reviewed is a research-intensive center, as determined under Section II of “Procedures for Establishing a University Center”, the subcommittee conducting the review will be supplemented with one member from the University Research Committee.

The centers subcommittee may, at its discretion, appoint ad hoc committees (always including faculty with expertise in the relevant subject area, but usually also including administrators) to supervise the review
process outlined below. Given that multiple centers may need to be reviewed, the centers subcommittee may appoint several ad hoc committees in any given year.

Specifically, such review by the subcommittee or an ad hoc committee appointed by the centers subcommittee (hereafter “subcommittee”) will include the following:

I. Statement of rationale for the review: The general rationale for undertaking the review should be clearly explained to all parties. These include:

A. The university policy requiring regular reviews of centers.
B. The need to ensure cost-effective and successful stewardship of university resources.
C. The need for centers to provide valued and productive services to the university.

II. A comprehensive self-study: The center under review will complete a self-study in which it provides the subcommittee specific information regarding its mission, faculty, administrative structure, budget, and evaluative criteria and benchmarks. To this end, the self-study will include the following:

A. Mission
   1. Original mission statement
   2. Proposal establishing the center
   3. Annual reports
   4. Other relevant documents or materials
   5. Description or list of all center activities, events, initiatives, etc., that have contributed to fulfilling the mission and objectives of the center. If current activities of the center differ from those originally envisaged or articulated in the mission statement, explain this evolution.

B. Faculty and Student Involvement and Contribution
   1. List of current faculty and graduate student affiliates or associates.
   2. List of past faculty and graduate student affiliates or associates.
   3. List all faculty publications, lectures, grants, or other activities related to their work with the center, focusing on those that contribute most centrally to the mission of the center.
   4. List all student publications, lectures, grants, or other activities related to their work with the center.

C. Administrative Structure and Responsibilities
   1. Description of administrative structure.
      a. Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
      b. Oversight committee, indicating their contributions to the mission of the center and its objectives.
   2. Pattern of administration.

D. Budget
   2. Projected budget for next four years.
   3. Past budgets since last review.
   4. Description of the budgetary context for the center, outlining specific information regarding those expenses charged to the university’s general funds. Externally generated funds produced by the center should be itemized and linked to the functions
and services articulated in the mission statement.

E. Evaluative Criteria and Benchmarks
1. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying and describing the degree to which the center has met (or failed to meet) its stated evaluative criteria and benchmarks.
2. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
3. Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of commendation, awards, news releases) that demonstrate how the center has met its criteria or benchmarks.

III. Review of the self-study by the subcommittee: Upon its receipt, the subcommittee will discuss and assess the self-study.

IV. Discussion and consultation by the subcommittee with the center administration: The subcommittee will meet with the director, oversight committee, and other administrative staff (as deemed appropriate) to discuss the self-study.

V. Discussion and consultation by the subcommittee with stakeholders: The subcommittee will meet with stakeholders, including (but not limited to) the directors of relevant units or programs and chairs and deans of relevant units or units heavily involved in the programs or services offered by the center. These parties will be fully informed of the review and consulted during the review process.

VI. Completion of final report: The subcommittee will prepare a final evaluative report that will include all items described in I - V above. Recommendations regarding the status of the center (continuation, conditional continuation with a follow-up in fewer than four years, or termination) will be based on the review outlined above and must focus on the degree to which the center:

A. Has fulfilled or is fulfilling its stated mission.
B. Is working within its own budgetary constraints.
C. Is meeting its own evaluative criteria and benchmarks.

The center director and oversight committee will have an opportunity to review and comment on the final report and/or consult with the subcommittee before it forwards its report to OAA and CAA.

VII. Presentation of the final report to CAA: The report of the subcommittee and its recommendations will be forwarded to CAA. Recommendations require action by CAA.

**Termination of a University Center**

Termination of a university center requires University Senate approval.

Adopted by Council on Academic Affairs from the ad hoc Committee's Report on Centers and Institutes, 1987

Revised by the Council on Academic Affairs on 02/16/94, 11/15/95, 01/08/97, 04/02/97, 02/04/09
Proposals to establish or amend clinical faculty tracks will be forwarded to the University Senate with a positive recommendation if and only if the following conditions are met:

- The proposal puts forward a clear and convincing argument that a need exists that no current category of personnel can serve.
- This need is truly clinical in nature.
- The processes for establishing and implementing the track are acceptable.

**Definition**

Clinical faculty appointments are fixed term contract appointments that do not entail tenure. Clinical faculty are teacher/practitioners and shall be engaged primarily in teaching activities related to: a) courses or instructional situations involving live patients or live clients, b) courses or instructional situations involving the simulation of live patients or live clients, or c) courses or instructional situations involving professional skills.


**Titles**

If individual colleges, schools, and departments with clinical faculty wish to provide clinical faculty with faculty-rank titles, then whatever title is used must be distinct from tenure-track titles (see paragraph (A) of rule 3335-5-19 of the Administrative Code). Examples include, but are not limited to, professor of clinical (name of college, school, or department), associate professor of professional practice, and assistant professor of practice.

**Appointment cap**

Unless an exception is approved by the university senate and the board of trustees, clinical faculty may comprise no more than forty percent of the total tenure-track, clinical and research faculty (as defined in rule 3335-5-19 of the Administrative Code) in each of the colleges of the health sciences and no more than twenty percent of the tenure-track, clinical, and research faculty in all other colleges. In all tenure-initiating units not in health sciences, the number of clinical track faculty members must be fewer than the number of tenure-track faculty members in each unit.

**Proposals and approval process**

(A) Proposals to establish or amend a clinical faculty in a college or school reporting directly to Office of Academic Affairs (OAA) must be submitted to the provost by the dean of the college or director of the school reporting directly to OAA. Proposals must include a clear rationale for establishing a clinical faculty and address how the terms and conditions of the appointments will be consistent with the rules set forth in Chapter 3335-7 of the Administrative Code, what titles will be given to clinical faculty, and what department and college governance rights will be extended to clinical faculty. Clinical faculty may not participate in the promotion and tenure reviews of tenure faculty. In addition, proposals must include the following components:
(1) A definition of the role in teaching and scope of professional practice duties of clinical faculty, identifying specifically how those differ from duties of tenure-track faculty;

(2) Identification of the requirements for a clinical faculty appointment, including appropriate terminal degrees and any credential or licensure requirements; and

(3) A list of courses that could be taught by clinical faculty and the relationship of those courses to the general curriculum. The expectation would be that clinical faculty should teach primarily courses involving professional practice in the clinical setting or courses designed to teach professional skills.

Proposals must comply with any additional guidelines promulgated by the council on academic affairs and will be reviewed according to criteria specified by the council on academic affairs.

(B) With the exception of changes to existing titles, proposals from a college or school reporting directly to OAA to establish or amend a clinical faculty must be approved by a majority of the tenure-track faculty of the college or school reporting directly to OAA proposing to have a clinical faculty, by the dean of the college or school reporting directly to OAA, by the executive vice president and provost, by the university senate, and by the board of trustees. The executive vice president and provost will transmit all proposals to the council on academic affairs, which will review proposals and make a recommendation to the university senate. Title changes must be consistent with rule 3335-7-02 of the Administrative Code, but need only be approved by a majority of the tenure track faculty and dean of the college of director of the school reporting directly to OAA proposing the amendment.

Criteria for appointment, for reappointment and non-reappointment, and for promotion

Clinical faculty may be appointed by colleges that do not have schools or departments and by schools and departments in colleges that have such subunits. The criteria for appointment, for reappointment and non-reappointment, and for promotion for clinical faculty shall be established by the college, school, or department making such appointments and shall be set forth in that unit's appointments, promotion, and tenure document. The criteria must be consistent with the rationale for having clinical faculty in the unit in question and must be distinct from the criteria for tenure-track faculty appointments. However, normally clinical faculty will have an earned doctorate or other terminal degree in the relevant field or equivalent experience. The criteria for appointment, for reappointment and non-reappointment, and for promotion should reflect the importance of the responsibilities of clinical faculty.

Procedures for appointment

Procedures for appointment of clinical faculty shall be established by the college, school, or department making such appointments and shall be set forth in that unit's appointments, promotion, and tenure document. Appointments at the rank of associate professor or professor require prior approval of the office of academic affairs.

Term of appointment

(A) Contracts must be for a period of at least three years and for no more than five years.

(B) The initial contract is probationary and a clinical faculty member will be informed by the end of each probationary year as to whether he or she will be reappointed for the following year. By the end of the second to final year of the probationary contract, the faculty member will be informed as to whether a new
contract will be extended at the conclusion of the probationary contract period. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(C) During and until the end of the second and subsequent contract periods, clinical faculty appointments may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code) and the termination decision for either of these reasons shall result from procedures established by faculty rules. In addition, a contract may be renegotiated during a contract period only with the voluntary consent of the clinical faculty member. By the end of the penultimate year of each contract period, the clinical faculty member will be informed as to whether a new contract will be extended at the conclusion of the current contract period. If a new contract is not extended, the final year of the current contract is a terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment.

(D) The standards of notice set forth in rule 3335-6-08 of the Administrative Code apply to clinical faculty appointments.

**Annual review, reappointment/non-reappointment, and promotion review procedures**

The procedures for reviewing clinical faculty annually and for reappointment/ non-reappointment and promotion shall be set forth in the relevant college, school or department appointments, promotion, and tenure document and shall be consistent with review procedures established for tenure-track faculty, including those set forth in rules 3335-6-03 and 3335-6-04 of the Administrative Code with the following exceptions:

(A) The college dean’s decision shall be final with respect to reappointment and non-reappointment and with respect to denial of promotion; and

(B) External evaluations are optional.

**Transfers from the tenure track faculty to the clinical faculty**

A college, school, or department may provide for the possibility of transfers from the tenure faculty track to the clinical faculty if appropriate to its circumstances. A unit that permits transfers must abide by the following:

(A) The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual’s career goals and activities have changed;

(B) When a tenured faculty member transfers to the clinical faculty, tenure is lost; and

(C) All transfers must be approved by the school director or department chair, the college dean, and the executive vice president and provost.

**Transfers from the clinical faculty to the faculty-track**

Transfers from the clinical faculty to the tenure-track faculty are not permitted. Clinical faculty may apply for tenure-track positions and compete in regular national searches for such positions.
## Current Organization of Instructional Units

### COLLEGE OF ARTS AND SCIENCES (38)

#### Division of Arts and Humanities

- African American and African Studies
- Art
- Arts Administration, Education and Policy
- Classics
- Comparative Studies
- Dance
- Design
- East Asian Languages and Literatures
- English
- French and Italian
- Germanic Languages and Literatures
- History
- History of Art
- Linguistics
- Music, School of
- Near Eastern Languages and Cultures
- Philosophy
- Slavic and East European Languages and Cultures
- Spanish and Portuguese
- Theatre
- Women's Gender and Sexuality Studies

### DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

- Astronomy
- Chemistry and Biochemistry
- Earth Sciences, School of
- Evolution, Ecology, and Organismal Biology
- Mathematics
- Microbiology
- Molecular Genetics
- Physics
- Statistics

### DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

- Anthropology
- Communication, School of
- Economics
- Geography
- Political Science
- Psychology
- Sociology
- Speech and Hearing Science

### THE MAX M. FISHER COLLEGE OF BUSINESS (5)

- Accounting and Management Information Systems
- Finance
- Management and Human Resources
- Management Sciences
- Marketing and Logistics
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES (11)
Agricultural Communication, Education and Leadership
Agricultural, Environmental and Development Economics
Agricultural Technical Institute
Animal Sciences
Cooperative Extension Service (State/Field)
Entomology
Environment and Natural Resources, School of
Food, Agricultural, and Biological Engineering
Food Science and Technology
Horticulture and Crop Science
Plant Pathology

COLLEGE OF EDUCATION AND HUMAN ECOCLOGY (3)
Educational Studies
Human Sciences
Teaching and Learning

COLLEGE OF ENGINEERING (10)
Austin E. Knowlton School of Architecture, The
Biomedical Engineering
Chemical and Biomolecular Engineering
Civil, Environmental and Geodetic Science
Computer Science and Engineering
Electrical and Computer Engineering
Engineering Education
Integrated Systems Engineering
Materials Science and Engineering
Mechanical and Aerospace Engineering

COLLEGE OF NURSING

COLLEGE OF PHARMACY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

COLLEGE OF SOCIAL WORK

COLLEGE OF DENTISTRY

THE MICHAEL E. MORITZ COLLEGE OF LAW

COLLEGE OF MEDICINE (27)
Anesthesiology
Biological Chemistry and Pharmacology
Biomedical Education and Anatomy
Biomedical Informatics
Cancer Biology and Genetics
Emergency Medicine
Family Medicine
Health and Rehabilitation Sciences, School of
Internal Medicine
Microbial Infection and Immunity
Neurological Surgery
Neurology
Neuroscience
Obstetrics and Gynecology
Ophthalmology
Orthopaedics
Otolaryngology
Pathology
Pediatrics
Physical Medicine and Rehabilitation
Physiology and Cell Biology
Plastic Surgery
Psychiatry
Radiation Oncology
Radiology
Surgery
Urology

**College of Optometry**

**College of Public Health**

**College of Veterinary Medicine (3)**
- Veterinary Biosciences
- Veterinary Clinical Sciences
- Veterinary Preventative Medicine

**University Libraries**

**Regional Campuses**
- Lima*
- Mansfield*
- Marion*
- Newark*

There are 106 tenure-initiating units at The Ohio State University.
Current Organization of University Centers and Institutes

Advanced Computing Center for the Arts and Design (ACCAD)
African American & African Studies Community Extension Center
Autism Spectrum Disorders Center
Battelle Center for Mathematics and Science Education Policy
Bell National Resource Center on the African American Male
Byrd Polar and Climate Research Center
Campus Chemical Instrumentation Center
Center for Advanced Polymer and Composite Engineering
Center for Affordable Nanoengineering of Polymeric Biomedical Devices (NSEC)
Center for African Studies
Center for Automotive Research
Center for Biostatistics
Center for Clinical and Translational Science
Center for Cognitive and Brain Sciences
Center for Cosmology and Astroparticle Physics
Center for Epigraphical and Palaeographical Studies
Center for Ethics and Human Values
Center for Folklore Studies
Center for Health Outcomes, Policy and Evaluation Studies (HOPES)
Center for Higher Education Enterprise
Center for Historical Research
Center for Human Resource Research
Center for Innovation and Entrepreneurship
Center for Interdisciplinary Law and Policy Studies
Center for International Business Education (CIBE)
Center for Lake Erie Area Research
Center for Languages, Literatures and Cultures
Center for Latin American Studies
Center for Life Sciences Education
Center for Medieval and Renaissance Studies
Center for Microbial Interface Biology
Center for Operational Excellence
Center for Real Estate
Center for Retrovirus Research
Center for RNA Biology
Center for Slavic and East European Studies
Center for Special Needs Populations
Center for the Study and Teaching of Writing
Center for the Study of Religion
Center for Urban and Regional Analysis (CUA)
Center on Education and Training for Employment
Comprehensive Cancer Center
Crane Center for Early Childhood Research & Policy
Criminal Justice Research Center (CJRC)
Dorothy M. Davis Heart & Lung Research Institute
East Asian Studies Center
Global Water Institute
Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery
Humanities Institute
Institute for Behavioral Medicine Research
Institute for Chinese Studies
Institute for Ergonomics
Institute for Japanese Studies
Institute for Materials Research
Institute for Population Research (IPR)
Kirwan Institute for the Study of Race and Ethnicity
Mathematical Biosciences Institute
Mathematics and Statistics Learning Center
Melton Center for Jewish Studies
Mershon Center for International Security Studies
Middle East Studies Center
Newark Earthworks Center
Nisonger Center
Office of Energy and Environment
Ohio Agricultural Research and Development Center
Ohio Manufacturing Institute
Ohio Resource Center
Ohio Supercomputer Center
Propulsion and Power Center
Schoenbaum Family Center
Spectroscopy Institute
The Honors and Scholars Center
Transportation Research Center
University Institute for Teaching and Learning
Wexner Center for the Arts
Academic Programs

3335-5-14 Powers (college faculties).
3335-5-27 Powers (faculty of the Arts and Sciences).
3335-5-30 Powers and functions (graduate faculty)
3335-5-34 Duties and responsibilities (Graduate Council)
3335-5-35 Committees (Graduate Council).
3335-5-41 Powers (University Senate).
3335-5-48.1 Council on Academic Affairs.

3335-9-29 Degrees and certificates.
3335-9-30 Requirements for an undergraduate baccalaureate degree.
3335-9-31 Requirements for a graduate degree.
3335-9-32 Requirements for a professional degree.

General Expectations

New program proposals, except for minors, should include an assessment plan. The plan specifies the program’s student learning outcomes, means of assessment, how outcomes information will be used, and a timeline for implementing the plan (see Appendix A). Proposals for changes to existing programs should address whether and how outcomes data inform the proposed changes.

Program approval and changes to existing programs must adhere to state guidelines for Ohio public colleges and universities academic programs: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf. Once approved internally, program approval is required by the Ohio Department of Higher Education (ODHE). Directions for submitting a request for approval of undergraduate degrees and degree programs by the ODHE may be found in Appendix B. For graduate degree programs, state guidelines and procedures for final approval by the Chancellor’s Council on Graduate Studies (CCGS) may be found in Appendix C, and at: https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/CCGS_Guidelines.pdf

Program proposals flow through curriculum.osu.edu which supports a work-flow approval process (see Appendix D for the template). Approved curricula are monitored in part through regular institutional, college, and departmental review processes to maintain quality and ensure concurrency.
Undergraduate Degrees and Degree Programs

NOTE: If you are proposing a graduate degree, please see the CCGS guidelines in Appendix C and follow those guidelines.

I. General Information
   A. Nature of the proposal (New degree program, Revision of a current degree program, or replacement or alternative for a current program).
   B. Name of proposed program.
   C. Degree title.
   D. Proposed implementation date.
   E. Identify the academic units responsible for administrating the degree program.

II. Rationale/Goals/Objectives
   A. Describe the rationale/purpose of the major.
   B. State the general educational goals and objectives of the program.
   C. Explain how the program will help achieve the goals and objectives of the university in terms of its role and mission.
   D. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.
   E. Cite the benefits for students, the institution, and the region or state.
   F. List similar majors offered in both public and private institutions in Ohio and the U. S. Explain how these majors compare to the one proposed.
   G. Cite the enrollment patterns of similar majors in Ohio or in the United States.
   H. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.
   I. Describe any licensure or certification for which this major will prepare students.

III. Relationship to Other Programs
   A. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program.
   B. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the program.
   C. Provide information on the use of consultants or advisory committees in the development of the program.
   D. Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
   E. Indicate whether the program or a similar program was submitted for approval previously. Explain why the program was not approved or why it was withdrawn.
   F. State the minimum requirements/qualifications a student must meet to be admitted into the program.
   G. Indicate where students will be drawn from, e.g., existing academic programs, outside of the university, etc. Estimate the mix of students entering the program internally and externally.

IV. Student Enrollment: Indicate the number of students you anticipate will be admitted to the program each year. Please use a table to make the information easier to read and interpret.

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<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Full-time</td>
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<tr>
<td>Part-time</td>
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</tbody>
</table>
Estimated Summer Enrollment

Full-time

Part-time

V. Degree Requirements

A. List the courses (department, title, credit hours, description) which constitute the requirements and other components of the program. Indicate which courses are currently offered and which will be new. Append a semester by semester sample program.

<table>
<thead>
<tr>
<th>Department</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Brief Description</th>
</tr>
</thead>
</table>

B. State the minimum number of credits required for completion.

C. State the average number of credits expected for a student at completion.

D. Give the average number of credits taken per semester by a typical student. Estimate the average for each year.

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<tr>
<th>Year 1</th>
<th>Year 2</th>
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<td>Full-time</td>
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<td>Part-time</td>
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E. Give the number of credits a student is required to take in other departments.

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<tr>
<th>Department</th>
<th>Number of Credits</th>
<th>Level*</th>
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F. Give the number of credits a student might take as an elective in other departments.

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<th>Department</th>
<th>Number of Credits</th>
<th>Level*</th>
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* Lower-division or upper division undergraduate, masters, doctoral, or graduate/professional.
G. In addition to course requirements, describe other degree requirements, e.g., examinations, internships, final projects, thesis, dissertation, exit criteria, etc.
H. Describe the specific methods that will be used for evaluating the program.
I. Identify from which specialized professional association(s) accreditation will be sought. List any additional resources that are necessary to gain this accreditation.
J. Describe the number and qualifications of full-time and part-time faculty. List current faculty and areas of expertise. Describe the number and type of additional faculty needed.

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<thead>
<tr>
<th>Current</th>
<th>Proposed Additional Faculty</th>
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<tr>
<td>Name</td>
<td>Area of Expertise</td>
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VI. Program Description: Describe the program, including each option and concentration as it would appear in the appropriate college bulletin.

VII. Program Costs and Funding
A. Indicate one-time and start-up costs in dollars, estimated.
   i. One-time Costs

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<th>Year 1</th>
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<td>Faculty</td>
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<td>Graduate Students</td>
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<td>Other Staff</td>
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<td>Supplies/Services</td>
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<td>Computing</td>
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<td>Space Renovation</td>
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<td>TOTAL</td>
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   ii. Continuing (Annual Rate) Costs

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<th>Year 1</th>
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<td>Faculty</td>
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<tr>
<td>Graduate Students</td>
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<tr>
<td>Other Staff</td>
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</table>
iii. **Cost Savings and Adjustment:** In this section include any continuing savings in costs that will be realized by better utilization of current resources (reassigning a faculty member to a new program from an area that has experienced an enrollment decline, increasing enrollments in a course in an area that has room to expand, sharing advising or clerical support with an ongoing program, increased utilization of available research equipment, using TAs).

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Graduate Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supplies/Services</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Equipment</td>
<td></td>
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<tr>
<td>Computing</td>
<td></td>
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</tr>
<tr>
<td>Space Renovation</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

Note: Questions VII.A.ii and VII.A.iii should provide an indication of the total added costs.

B. **Proposed Sources of Funding:** Indicate how much funding support you anticipate receiving for this program from each of the following sources.

i. **Continuing (Annual Rate) Support**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Department</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Other Departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office of Academic Affairs</td>
<td></td>
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</tr>
<tr>
<td>Other Internal (Specify)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>External (Specify)</td>
<td></td>
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</tbody>
</table>
ii. One-Time and Start-Up Support

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Department</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other Departments</td>
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<td>College</td>
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<td>Office of Academic Affairs</td>
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<td>Other Internal (Specify)</td>
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<tr>
<td>External (Specify)</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>

VIII. Facilities and Equipment Requirements

A. Facilities/Equipment Requirements: Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used in the program. Indicate how the use of these facilities, equipment, etc. will impact on other existing programs.

B. Describe additional university resources including libraries that will be required for the new program.

C. Classrooms: Estimate addition/deletion of lecture and seminars sections.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>201+</td>
<td>Added</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Discontinued</td>
<td></td>
<td></td>
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<tr>
<td>101 – 200</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discontinued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 – 100</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discontinued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 – 60</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discontinued</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. Laboratory, studio and other special facilities. Estimate anticipated lab and studio needs, including additional facility needs and any space that might be released as a result of this program. Give in square footage, estimated.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Labs</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Released</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Lab Stations</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Released</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Released</td>
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</tbody>
</table>

E. Office Space: Estimate number of offices required for faculty, staff, graduate students

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<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Offices</td>
<td>Added</td>
<td></td>
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<tr>
<td></td>
<td>Released</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Offices</td>
<td>Added</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Released</td>
<td></td>
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</tbody>
</table>

F. Special Space Requirements: Describe any special space considerations that should be taken into account, and at what stage of the process they would be incurred (e.g., specialized lab stations, special cleaning and disposal capabilities, computer support facilities, treatment facilities, performance areas, library facilities, etc.). Distinguish between short-term and long-term utilization needs.

Approved by Council on Academic Affairs, 05/18/88
Tagged or Professional Degree Programs

The increased demand for professional master's degrees in the past few years dictates that the university provide information and guidelines for use in the development of quality programs in those instances where faculty plan to submit proposals for professional degrees. Such programs are also sometimes referred to as "tagged degrees" and in some fields, such as business, they have existed for several decades. The concept of the tagged or professional degree relates to both the master's and doctoral degrees.

In recent years, there have been many graduate programs submitted and adopted by major universities that can only be defined as "professional"; however, they carry the label of Master of Arts or Master of Science.

These titles, the programs of study and the determinations of entry and exit are made according to standards designed for academic degree purposes. While the criteria used to determine these standards are the most appropriate for an academic degree, they may not necessarily represent the appropriate standards for professional degrees. For example, the program of study made available for the "practitioner" should develop skills necessary to function as a professional in that particular field. These programs are not necessarily the same as those made available for a person interested in a scholarly pursuit of new knowledge in the discipline, although both the "practitioner" and the scholar may be pursuing the same degree.

A further distinction exists between tagged master's and MA or MS programs relating to preparation for advanced training. Whereas MA and MS degrees can be viewed as appropriate background for entrance into Ph.D. programs, the professional master's degree frequently is not. Rather, it is more appropriate as preparation for entrance into a tagged or professional doctoral degree program. Proposals should specify post-candidacy requirements as well as exit requirements.

Exit criteria that measure specific skills are called for in "tagged" degrees and these are not necessarily the same as expected skills associated with the MA or MS student who wishes to continue to the PhD degree. The same is valid at the doctoral level. In fact, it has been the failure of most graduate schools to provide such flexibility in graduate programs that has led to the criticism that they do not meet the post-baccalaureate needs of the general public. Many current programs are considered too theoretical and too exclusionary to satisfy the demands of this market. This is not to argue that each university must provide professional degree opportunities in each discipline; however, the opportunity should exist to develop such programs if the faculty and the institution can provide the proper resources.

Proposals for tagged or professional graduate degree programs should meet the following guidelines:

Graduate Degrees and Programs

Master's Degree

I. The degree must be identified as a Master of ______________. It cannot be identified as a Master of Arts or Master of Science.

II. Admission to the program should be limited to holders of baccalaureate or higher degrees from accredited institutions. In addition, it is expected that admission will be granted to those who show high promise by their professional activities or other means of measurement as determined by the graduate studies committee in charge. Such other criteria must be identified and be capable of some objective measure. Minimum grade point averages or scores on national tests may be used; however, they must be specified in the proposal. The current limits established by the Graduate School need not necessarily apply to these programs.

III. The course program for each professional Master's degree must identify those courses considered "core" and therefore required of all students. Some of these core courses may also be required in the MA or MS programs. Special courses developed for these professional programs will be identified. Courses offered
are those requiring at least baccalaureate level background. Courses which include off-campus field experiences should be identified.

IV. Instructors of courses in Master's programs are those approved by the graduate studies committee responsible for the program and by the Graduate School. Such faculty members are expected to hold such status in the Graduate School as will allow them to teach 800 and 900 level courses, excluding 998 and 999, and to serve as members of master's examining committees.

V. Exit criteria will be established by which students can be evaluated before the degree is granted. Such criteria must identify basic skills expected to be performed by persons in that profession, plus demonstrating the appropriate level of competency in that field. These must be spelled out in sufficient detail so that objective measurement can be determined.

VI. The minimum number of hours required for the professional Master's degree will be 45. Additional hours may be required at the discretion of the appropriate graduate studies committee.

VII. The same time limits applicable to present MS and MA degrees will prevail for professional master's degrees.

VIII. As a general rule, these degree programs provide training for a practitioner and need not be perceived as appropriate preparation for doctoral programs. If the recipient of such a professional master's degree wishes to pursue additional academic degrees, the credit hours completed in these programs will be evaluated by the appropriate graduate studies committee and the Graduate School.

Prospective students should understand that the tagged degree is viewed in some places as a terminal program, or one leading to a tagged doctorate, if one exists.

It is the objective of this university to offer professional graduate degrees that are nationally recognized as being of high quality. It is therefore, expected that program proposals will meet minimum requirements for accreditation by the appropriate accrediting agency.

Doctoral Degree

I. The degree must be identified as a Doctorate of ________________. It cannot be identified as a Doctor of Philosophy.

II. Admission to the program should be holders of Master's degrees, either MS or MA, or a tagged Master's, or individuals who show high promise by their professional activities, or by other means of measurement as determined by the graduate studies committee. Such other criteria must be identified and be capable of some objective measure. Minimum grade point averages or scores on national tests may be used; however, they must be specified in the proposal. The current limits established by the Graduate School need not necessarily apply to these programs.

III. Course programs must be defined, and should include courses that will provide students with the appropriate skills and background to function as a professional at the doctorate level. They should build on previous academic and experience related background, and should develop the students for leadership roles within the profession. For example, advanced courses in the discipline, including extensive field work could be supplemented with administrative and management oriented development. The minimum number of credit hours required for the tagged doctorate will be 135.

IV. Faculty in doctoral programs should have sufficient graduate faculty status that permits them to advise doctoral students and serve as chairs of general exam committees. Qualifications include appropriate terminal degree or educational experience, and either college teaching or significant professional experience.
V. Proposals should specify the nature of the general examinations, and the procedures to be employed for their administration.

VI. Post-candidacy activities and requirements should be characterized and defined. These may include discipline related practical experiences, field experiences, presentations or other specific forms of professional activities. The description of any required treatise should be provided. The manner of supervision of these activities should be described.

VII. The nature of the final examination should be specified.

Revised and approved by Research and Graduate Council, 06/88

Withdrawing and Reinstating Degree Programs

Withdrawing or Deactivating an Existing Academic Degree

A unit requesting a withdrawal or deactivation must clearly state if the program is to be deactivated or terminated. Termination is a final step which removes the program from the possibility of future reactivation. To deactivate a program means that it is held in abeyance until reactivation becomes feasible. In both cases no new admissions into the program are possible. Withdrawal or deactivation of an existing academic degree must be reviewed and approved by the same bodies that approved the existence of the degree. The proposal must include information on how the withdrawal or deactivation will impact on the University, justification and an explanation of the withdrawal. Forms should be submitted for the permanent elimination of any courses necessitated by the withdrawal or deactivation of the degree.

Reinstating or Reactivating a Degree Program

The reinstatement or reactivation of a degree program must follow the same procedures and guidelines as the establishment of a degree, except that the approval process ends with the approval of the Council on Academic Affairs for programs in effect prior to September 20, 1963.
Flow Chart: New Degrees and Degree Programs
(includes technical majors at ATI)

DEPARTMENTS

SCHOOLS

COLLEGES

COUNCIL ON ACADEMIC AFFAIRS

PROVOST

COUNCIL OF GRADUATE STUDIES
(if applicable)

UNIVERSITY SENATE

PRESIDENT

BOARD OF TRUSTEES

BOARD OF REGENTS
Preliminary Prospectus

Units wanting to develop new undergraduate majors or modify existing majors within existing degree programs should submit the following preliminary information to the Office of Academic Affairs at least three months before a full proposal is presented to relevant curriculum committees. This information should be accompanied by a letter from the college indicating support for the proposed new major.

I. State the title of the proposed major and indicate whether it is new or a modification of an existing major.

II. State the rationale for initiating the proposal.

III. Provide information regarding the relationship of the proposed major to the mission of the department/college. Describe the relationship of the proposed major to other majors in the department and college.

IV. Indicate the proposed implementation date for the new major.

V. Indicate what departments or other units are responsible for the major, and what departments or other units will play supportive roles for the major.

VI. Describe the major in catalog style, including each concentration or option.

VII. Provide details regarding the source of students for the new major. Provide estimates of the numbers of students (FTE) expected to enroll in this major over the next four year period.

VIII. Indicate the availability of such a major at other leading universities.

IX. Describe the impact the new major will have on facilities, faculty, and support services.

X. Estimate total costs, over and above current levels of operation, associated with the new major during the next four years. Explain how the department/college plans to meet these costs.

XI. Indicate what faculty would participate in offering the major, what each one's area of specialization is relative to the major as currently conceived.

Proposal

This proposal for a new undergraduate major is transmitted by the college to the Office of Academic Affairs. The proposal must be accompanied by a letter from the dean(s) that describes college resources committed to the program and the relationship of the new major to other priorities of the college.

I. General Information
   A. Name of proposed major.
   B. The degree students completing the major will receive.
   C. The proposed implementation date.
   D. Identify the academic units (e.g., department, college, etc.) responsible for administrating the major program.

II. Rationale
   A. Describe the rationale/purpose of the major.
B. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.

C. Cite the benefits for students, the institution, and the region or state.

D. List similar majors offered in both public and private institutions in Ohio and the U.S. Explain how these majors compare to the one proposed.

E. Cite the enrollment patterns of similar majors in Ohio or in the United States.

F. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.

G. Describe any licensure or certification for which this major will prepare students.

III. Assessment Plan (Goals, Objectives, Evaluation): Provide a learning outcomes assessment plan for the major program.

A. State the general and specific educational goals and objectives of the major.

B. Indicate the methods that will be used to assess whether the educational goals and learning objectives are being met.
   1. Align an evaluation method with each educational objective and expected outcome students should achieve.
   2. Specify the criteria that will be used to evaluate successful student learning.

C. Provide the time line over which the assessment plan will be implemented.
   1. Year 1
   2. Year 2
   3. Year 3
   4. Year 4

D. Describe how outcomes information will be used to improve student learning and program effectiveness.

IV. Relationship to Other Programs

A. Describe current major and minor programs in the department(s) and how they relate to the proposed major.

B. Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.

C. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this major.

D. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the major.

E. Provide information on the use of consultants or advisory committees in the development of the major. Describe any continuing consultation.

F. Indicate whether this major or a similar major was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.
G. Indicate where students will be drawn from, e.g., existing academic programs, outside of the university, etc. Estimate the mix of students entering the major internally and externally.

V. Student Enrollment

A. Indicate the number of students you anticipate will be admitted to the major each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>Year 2</td>
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<td></td>
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<tr>
<td>Year 4</td>
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</tbody>
</table>

B. Estimated Summer enrollments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
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<tr>
<td>Year 4</td>
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</tbody>
</table>

VI. Requirements

A. List the courses (department, title, credit hours, description) which constitute the requirements and other components of the major. Indicate which courses are currently offered and which will be new. Append a semester-by-semester sample program and all New Course, Course Change, and Course Withdrawal forms necessitated by the implementation of the proposed major.

<table>
<thead>
<tr>
<th>Department</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Brief Description</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

B. State the minimum number of credits required for completion of the major.

C. State the average number of credits expected for a student at completion of the major.

D. Give the average number of credits taken per semester by a typical student. Estimate the average for each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
<td></td>
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<tr>
<td>Year 4</td>
<td></td>
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</tbody>
</table>
**E.** Give the number of credits students are required to take in other departments.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Credits</th>
<th>Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**F.** Give number of credits a typical student might take as electives in other departments.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Credits</th>
<th>Level*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**G.** Describe other major requirements in addition to course requirements, e.g., examinations, internships, final projects.

**H.** Identify from which specialized professional association(s) accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.

**I.** Describe the number and qualifications of full-time and part-time faculty. List current faculty and areas of expertise. Describe the number and type of additional faculty needed.

1. **Current**

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Expertise</th>
<th>Full/Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. **Proposed Additional Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Expertise</th>
<th>Full/Part Time</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**J.** Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc. will impact other existing programs.

**K.** Describe additional University resources, including libraries, that will be required for the new major.

**L.** Describe the major as it would appear in the appropriate college bulletin.

*Approved by Council on Academic Affairs, 03/02/88*

* Level: lower division or upper division undergraduate, masters, doctoral, or graduate/professional.*
**Withdrawing or Deactivating an Existing Major**

A unit requesting a withdrawal or deactivation must clearly state if the major is to be deactivated or terminated. Termination is a final step which removes the major from the possibility of future reactivation. To deactivate a major means that it is held in abeyance until reactivation becomes feasible. In both cases no new admissions into the major are possible. Withdrawal or deactivation of an existing major must be reviewed and approved by the same bodies that approved the existence of the major. The proposal must include information on how the withdrawal or deactivation will impact on the university, justification and an explanation of the withdrawal or deactivation. Forms should be submitted for the permanent elimination of any courses necessitated by the withdrawal or deactivation of the major.

**Reinstating or Reactivating a Major**

The reinstatement or reactivation of a major must follow the same procedures and guidelines as the establishment of a major, except that the approval process ends with the approval of the Council on Academic Affairs for majors in effect prior to September 20, 1963.
Flow Chart: New Undergraduate Major (Under Existing Degree Program)

UNDERGRADUATE STUDIES COMMITTEE

ACADEMIC UNIT CURRICULUM COMMITTEE

COLLEGE FISCAL APPROVAL

COLLEGE CURRICULUM COMMITTEE

COUNCIL ON ACADEMIC AFFAIRS
Multiple Majors

Second majors that can cross college boundaries

The second and third pages of this document include a list of the majors approved so far to be added as “M2” plan types—second majors—to a primary program offered outside the college of the second major. All colleges have agreed to accept these majors independently of the degrees to which they normally attach. When a student completes a major in this way, the major will be transcripted with the undergraduate degree the student has earned; the student will only be awarded an additional degree if he/she completes the major and all requirements for a second degree (including a residency requirement) in the college of the major. Students who wish to do so can still complete a second undergraduate degree for these programs, and advisors should be careful to inform students about their options.

The three colleges offering plans that can be completed as second majors outside the college of offering are the College of Arts and Sciences, the John Glenn College of Public Affairs, and the College of Food, Agricultural, and Environmental Sciences. Not all majors in ASC or FAES are available as M2 majors; only the plans on this list can be added as a second major when a student’s program is outside the college that offers the additional major.

Students completing a second major should declare the major in the department of the major, where they should also seek advice on the prerequisites, the requirements of the major, and appropriate, optimal selection of major electives. To qualify for a second major, students must complete both the major itself and all required prerequisite and supplementary course work (an appropriate minor, for example, in the cases of International Studies). An honors student pursuing a second major outside of the student's primary college is not required to complete an honors version of the second major.

The college of a student’s primary program is responsible for checking the student’s second major for completion, initially when it approves the student’s application to graduate, finally when it certifies the student’s eligibility to graduate. The certifying college should consider the second major completed if 1) the degree audit for the major runs complete and 2) the student’s course work on the major has not exceeded allowable overlaps with course work on the primary major (which the degree audit will not currently check). (More functional inclusion of second majors on the degree audit for a primary degree is a work in progress.) The primary college may also certify completion using a signed major from the department of the major, again with a check to ensure that the second major includes at least 18 hours not contained in the primary major.

When a student has listed a second major on a degree application and fails in the final semester to meet a requirement needed only to complete that program, the college should take the application as a statement of intent and contact the student to determine whether or not he or she wishes to graduate without the second major, rather than simply confirming the student to graduate without the additional major.
Actuarial Science
African American and African Studies
Ancient History and Classics
Anthropological Sciences
Anthropology
Arabic
Art
Arts Management
Astronomy and Astrophysics
Biochemistry
Biology
Chemistry
Chinese
Classics
Communication
Community Leadership
  □ Community and Extension Education
  □ Leadership
Comparative Studies
Criminology and Criminal Justice
Data Analytics
Earth Sciences
Economics
English
Entomology
Evolution and Ecology
Film Studies
French
Geography
German
Globalization Studies
Hebrew
History

1 Only the BA version of the major (not the Bachelor of Fine Arts degree) can be completed as a second major.

2 Students must apply for acceptance to the Communication major after completing prerequisite course work.

3 As a second major, this plan is only open to students pursuing the Bachelor of Science degree.

4 Students completing the International Studies major must also complete a minor (a foreign language minor for the BA; a minor selected from a specified list of choices for the BS).

5 Only the BA version of the major (not the Bachelor of Music degree) can be completed as a second major.
Spanish
Speech and Hearing Science
Sustainable Plant Systems
  □ Agronomy
  □ Horticulture
  □ Landscape Design and Management
  □ Turfgrass Science

Theatre
Women's, Gender and Sexuality Studies
World Literatures
World Politics
Zoology
Requirements for Double Majors (on one degree)

- The student must meet the requirements for each major as set by the department offering the major.
- Each major must contain a minimum of 18 hours not contained in the other.
- Overlap with General Education may be permitted where appropriate

Undergraduate Minor

Policy for Undergraduate Minors at OSU

An undergraduate minor consists of a coherent curricular program designed to allow students to pursue academic interests that go beyond their major. Students pursue minors to complement their major’s area of specialization, to better define themselves academically and to employers, to gain credit for classes previously taken that do not count towards a major, or merely to pursue other interests. In addition, some academic units require their students to complete a minor.

Students may take any minor in any college, provided that they follow the curricular guidelines set by the college or unit that administers the minor.

Pre-requisites

- Ideally none or few, but can be required if justified academically
- Pre-requisites should be clearly spelled-out in curricular proposal and advising sheets

Required for graduation

- Not a university requirement
- A college or department may require a minor for students enrolled in its program(s) (FAES, for example)

Credit hours required

- A minimum of 12 credit hours
- A maximum of 18 credit hours
- 1000-level courses shall not be counted in the minor

Upper-level credit hours

- Minor must include at least 6 hours of upper-level or upper-division course work (upper-level or upper-division as defined by the college of offering)

Transfer and EM credit hours allowed

- A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination toward the minor

Overlap with the GE

- A student is permitted to overlap up to 6 credit hours between the GE and a minor

Overlap with the major and additional minor(s)

- The minor must be in a different subject from the major (as identified by the registrar’s official listing of approved majors)
- Each minor completed must contain a minimum of 12 hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor)
Grades required

- Minimum C- for a course to be listed on the minor
- Minimum 2.00 cumulative point-hour ratio required in the minor course work
- Course work graded Pass/Non-Pass cannot count on the minor
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor

Maximum xx93 credits allowed

- No more than 3 credit hours

To establish or revise an undergraduate minor, contact the appropriate college office from among the following:

- College of Arts and Sciences (http://artsandsciences.osu.edu/currofc/index.cfm)
- College of Education and Human Ecology
- College of Engineering
- College of Food, Agriculture, and Environmental Science
- Fisher College of Business

If your college is not listed, contact OAA.
Certificates of Study

3335-9-29 Degrees and certificates
3335-9-32.1 Requirements for a certificate of study

Proposal

I. Well-defined Program
   A. State purpose of program
   B. Include semester by semester sample program
   C. Minimum requirements to complete program, including off-campus field experiences (if applicable)
   D. Flexibility; opportunity for electives
   E. Length of program compared to similar programs
   F. Input from outside groups (i.e., accrediting body)
   G. Exit criteria

II. Adequate Enrollment
   A. Projected enrollment (include justification for estimate)
   B. Goals of enrollees
   C. Opportunities for graduates
   D. Minimum requirements to undertake program of study; admissions policy

III. Sufficient Resources
   A. Adequacy and availability of facilities and staff, including off-campus field experience sites
   B. Projected resource needs and plans to meet those needs

IV. Justifiable Expenses
   A. Additional faculty
   B. Course additions or deletions
   C. Necessary budget adjustments
   D. Available and anticipated funding

V. Adequate Demand
   A. Evidence of sufficient demand by students, faculty, general public, and/or business
   B. Duration of demand (long/short term)
   C. Ability of other programs to meet demand

VI. Competitiveness with other Institutions: Limited Overlap within the University
   A. Overlap with other programs or departments (include letters of interest or objection)
   B. Duplication of effort by other areas in the University, another university, or another school
C. Similar programs at other universities in Ohio or in the United States and their levels of success

VII. Other Considerations

A. Date proposed program to become effective
B. Previous submittals of the same or similar program proposals (indicate reasons for withdrawal or disapproval)

**Withdrawing or Deactivating an Existing Certificate of Study**

A unit requesting a withdrawal or deactivation must clearly state if the program is to be deactivated or terminated. Termination is a final step that removes the program from the possibility of future reactivation. To deactivate a program means that it is held in abeyance until reactivation becomes feasible. In both cases no new admissions into the program are possible. Withdrawal of an existing certificate of study must be reviewed and approved by the same bodies that approved the existence of the degree. The proposal must include information on how the withdrawal will impact on the university, justification and an explanation of the withdrawal. Forms should be submitted for the permanent elimination of any courses necessitated by the withdrawal of the certificate.

**Reinstating or Reactivating a Certificate of Study**

The reinstatement or reactivation of a certificate of study must follow the same procedures and guidelines as the establishment of a certificate, except that the approval process ends with the Council on Academic Affairs for programs in effect prior to September 20, 1963.
Categories and Criteria for Academic Certificate Programs (❶ thru ❸), Certificate of Completion Programs (❹), and Certification Programs (❺a, ❺b) at OSU

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5a</th>
<th>5b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Academic Certificate(1) Programs (Credit): Post-High School Diploma</td>
<td>Designed for post-high school diploma students who want to earn an Academic Certificate by completing courses with undergraduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full undergraduate degree program.</td>
<td>Designed for post-baccalaureate students who want to earn an Academic Certificate by completing courses with undergraduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full graduate degree program.</td>
<td>Designed for individuals, including working professionals, who want to earn a workforce development Certificate of Completion by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.</td>
<td>Designed for individuals who want or need to meet requirements and/or eligibility for licensure or registration exams for certification in some particular technical or professional area or skill. Typically involves prescribed education and training culminating in some form of standardized exam to become certified.</td>
<td>Designed for individuals who want or need to meet requirements and/or eligibility for licensure or registration exams for Certification in some particular technical or professional area or skill, such as the Ohio standard teaching license or specialization endorsement. Involves prescribed undergraduate education and training culminating in a standardized exam.</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Academic Certificate(1) Programs (Credit): Post-Bachelor Degree</td>
<td>Designed for post-baccalaureate students who want to earn an Academic Certificate by completing courses with undergraduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full graduate degree program.</td>
<td>Designed for post-baccalaureate students who want to earn an Academic Certificate by completing courses with graduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full graduate degree program.</td>
<td>Designed for individuals, including working professionals, who want to earn a workforce development Certificate of Completion by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.</td>
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<td>Graduate Academic Certificate(1) Programs (Credit): Post-Bachelor Degree</td>
<td>Designed for post-baccalaureate students who want to earn an Academic Certificate by completing courses with undergraduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full graduate degree program.</td>
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<td>Workforce Development Certificate of Completion Programs (Non-Credit or &lt;12 Credits)</td>
<td>Designed for individuals, including working professionals, who want to earn a workforce development Certificate of Completion by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.</td>
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<td>Technician/Professional Certification Programs (Non-Credit or &lt;12 Credits)</td>
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<td>Professional Certification Programs (Credit)</td>
<td>Designed for individuals, including working professionals, who want to earn a workforce development Certificate of Completion by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.</td>
<td>Designed for individuals, including working professionals, who want to earn a workforce development Certificate of Completion by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.</td>
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</table>

Examples of Programs for Each Category

<table>
<thead>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5a</th>
<th>5b</th>
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<tr>
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<td>Turf Management Certificate; Hydraulics Certificate; . . .</td>
<td>Respiratory Therapy Certificate; Medical Laboratory Science Certificate; . . .</td>
<td>Business Certificate; Geographic Information Systems Certificate; Exposure Science Certificate; Scientific and Technical Writing Certificate; . . .</td>
<td>Geographic Information System Workshop (8hr) Certificate of Completion; Project Management Course (8hr) Certificate of Completion; Emergency Response Worker Course (24hr) Certificate of Completion; . . .</td>
<td>Emergency Medical Technician (EMT) Certification; Food Safety for Food Handlers Certification; . . .</td>
<td>Orientation and Mobility License; Health Education License; Teacher Leader Endorsement; Reading Endorsement; . . .</td>
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</tr>
<tr>
<td>Criteria</td>
<td>Undergraduate Academic Certificate(^1) Programs (Credit): Post-High School Diploma</td>
<td>Undergraduate Academic Certificate(^1) Programs (Credit): Post-Bachelor Degree</td>
<td>Graduate Academic Certificate(^1) Programs (Credit): Post-Bachelor Degree</td>
<td>Workforce Development Certificate of Completion Programs (Non-Credit or &lt;12 Credits)</td>
<td>Technician/Professional Certification Programs (Non-Credit or &lt;12 Credits)</td>
<td>Professional Certification Programs (Credit)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Credits</th>
<th>Undergraduate-level courses equivalent to minimum of twelve (12)</th>
<th>Undergraduate-level courses equivalent to minimum of twelve (12)</th>
<th>Graduate-level courses equivalent to minimum</th>
<th>Non-credit continuing education modules/courses,</th>
<th>Depends on the certification program. Content and minimum</th>
<th>Depends on the certification program. Content and minimum</th>
</tr>
</thead>
</table>

### Stand-alone Program and Maximum Credit Overlap Between Academic Certificate and Other Academic Programs

- Yes, may be pursued independent of a degree program.
- Yes, may be pursued in addition to an undergraduate degree program. Maximum 50% overlap of the credits required for the academic certificate.
- Yes, may be pursued independently of a degree program or in addition to a graduate or professional degree program. Maximum 50% overlap of the credits required for the academic certificate.
- Yes, typically, independent of academic program requirements. However, these programs are not always mutually exclusive from those described in the preceding columns.
- Yes, may be pursued independent of a degree program. Overlap with degree programs permitted.

### Outcomes-based

- Upon completion of the academic certificate in <specify title>, learners will be better prepared to . . .”
  <List max 3 Outcomes>
- Upon completion of the academic certificate in <specify title>, learners will be better prepared to . . .”
  <List max 3 Outcomes>
- Upon completion of the academic certificate in <specify title>, learners will be better prepared to . . .”
  <List max 3 Outcomes>
- Upon completion of the workforce development course (or program) in <specify title>, learners will be better prepared to . . .”
  <List max 3 Outcomes>
- Upon completion of the program in <specify title>, learners will be better prepared to <specify> . . .and eligible for recommendation for license or endorsement.

### Admission

- Post-high school admission, including high school transcript review, by the applicable College/unit. Student declares the Academic Certificate program. Minimum GPA aligned with OSU undergrad admissions; Official High School Transcripts; Completed Application
- Post-baccalaureate admission, including college transcript review, by OSU Undergraduate Admissions. Student declares the Academic Certificate program. Minimum GPA aligned with OSU undergrad admissions; Official College Transcripts; Completed Application
- Post-baccalaureate admission via the Graduate School. Student declares the Academic Certificate program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application
- Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Completed Application
- Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Official High School Transcripts; Completed Application
- Depends on program. Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Official High School Transcripts; Completed Application or post-baccalaureate admission via the Graduate School. Student declares the license or endorsement program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application
Academic Certificate programs refer to those that require completion of courses with academic credits. Academic certificate programs are “stand-alone” or “independent” programs, which mean they do not need to be completed as part of an academic degree program. This is the primary distinction when compared to minor programs or specialization tracks which only can be completed coinciding with an academic degree.

<table>
<thead>
<tr>
<th>Arranged/Individual Study Courses</th>
<th>None</th>
<th>None</th>
<th>None</th>
<th>None</th>
<th>None</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Grades and GPA to Complete Program</td>
<td>Minimum GPA 2.0/4.0 for 12 credits may require higher GPA; Only grades of “A” through “C-” may be counted toward the completion of the academic certificate program.</td>
<td>Minimum GPA 2.0/4.0 for 12 credits may require higher GPA; Only grades of “A” through “C-” may be counted toward the completion of the academic certificate program.</td>
<td>Minimum GPA 3.0/4.0 for 12 credits may require higher GPA; Only grades of “A” through “C-” may be counted toward the completion of the academic certificate program.</td>
<td>Not Applicable (However, if for academic credit (≥12 credits), see minimum for academic certificate programs summarized in columns 1, 2 or 3.)</td>
<td>Not Applicable (However, if for academic credit (≥12 credits), see minimum for academic certificate programs summarized in columns 1, 2 or 3.)</td>
<td>Depends on the program</td>
</tr>
<tr>
<td>Recorded in the Student Information System (SIS)</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Regular OSU Tuition and Fee Assessment</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No (if non-credit)</td>
<td>Yes (if credit)</td>
<td>No (if non-credit)</td>
</tr>
<tr>
<td>Eligibility for Federal Pell Grant and Direct Student Loans</td>
<td>For programs completed with academic credit, financial aid eligibility may be possible if program meets federal regulations, gainful employment requirements, and is specifically approved with the Department of Education. Contact the Office of Student Financial Aid by emailing <a href="mailto:ESUE-SFA-Compliance@osu.edu">ESUE-SFA-Compliance@osu.edu</a> or contacting Vicki Miller, Associate Director of Compliance (614)688-8228 to confirm current program eligibility or discuss options for pursuing aid eligibility.</td>
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<tr>
<td>Diploma Issued</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

1Academic Certificate programs refer to those that require completion of courses with academic credits. Academic certificate programs are “stand-alone” or “independent” programs, which mean they do not need to be completed as part of an academic degree program. This is the primary distinction when compared to minor programs or specialization tracks which only can be completed coinciding with an academic degree.
Honors Program Proposal

Proposals for an honors program are to be transmitted by the college to the Office of Academic Affairs. The proposal must be accompanied by a letter of support from the director of the University Honors Program and the college dean. The letter from the dean should describe college resources committed to the program and the relationship of the new program to other priorities of the college.

I. Rationale: Explain the reasons for proposing this honors’ initiative in the academic unit.

II. Students Served
   A. Give the number of students who will be served.
   B. Define eligibility for honors enrollment and continuance.
   C. Explain how eligible students will be contacted and advised.

III. Program: Describe academic requirements for graduation with honors and graduation with distinction.

IV. Honors Courses: Append detailed individual syllabi and course request forms for all honors courses proposed. The syllabi should clearly indicate distinctions between honors course work and existing academic course work.

V. STAFF: Explain how the honors program would be supervised, and how faculty are assigned.

VI. RESOURCES: Detail special allocations or reallocations of resources (budget, faculty, staff) to be assigned to assure high honors achievement.

VII. PROGRAM REVIEW: Explain how the achievement of the honors program will be periodically measured.

Approved by Council on Academic Affairs, 03/02/88
Graduate Interdisciplinary Specializations and Minors

The Graduate Interdisciplinary Specialization involves cooperation and coordination of two or more graduate programs outside the student’s major graduate program which work to develop an integrated, interdisciplinary course of study. The Graduate Interdisciplinary Minor is designated when an integrated, interdisciplinary course of study is developed but involves the cooperation and coordination of only two graduate programs, and one of those is within the student’s major graduate program.

Any graduate student may enroll in an Interdisciplinary Specialization/Minor (subject to the rules of the participating programs offering the interdisciplinary specialization) and choose from a master list of required and/or elective courses that constitute the Specialization/Minor.

All academic aspects of the Graduate Interdisciplinary Specialization/Minor (e.g., admission criteria, program of study, examination requirements) are subject to approval by each of the participating graduate programs.

The Graduate Studies Committee from the student’s home graduate program coordinates and implements rules and procedures relevant to the student’s program. The Graduate Studies Committee Chair of the coordinating graduate program for the Interdisciplinary Specialization/Minor will report to the Graduate School and the home graduate program the student’s completion of the Interdisciplinary Specialization/Minor. It is recommended that information regarding Interdisciplinary Specializations and Minors be included in the handbooks of all participating graduate programs.

The Graduate Interdisciplinary Specialization and Minor each require at least 14 but cannot require more than 23 hours of graduate-level course work. These hours must be in at least four different courses. At least 14 hours must be from outside the home graduate program but may include cross-listed courses. Enrollment in cross-listed courses that comprise this 14-hour minimum must be outside the home department.

The student must receive the grade of B (or better) or S in each course comprising the Interdisciplinary Specialization.

Graduate Interdisciplinary Specializations will be listed in the Graduate Bulletin.

The Graduate Interdisciplinary Specialization or Minor title will appear on the student's transcript.

Proposal

Graduate Studies Committees (GSCs) in conjunction with graduate faculty of the graduate programs involved develop and transmit the proposal for an Interdisciplinary Specialization/Minor. The title of the specialization and the associated requirements should be included. The proposal should contain the following elements:

I. Designation of the Specialization/Minor, rationale for its development, and a brief description of its purpose, including anticipated benefits for participants.

II. Description of the proposed curriculum for completion of the Specialization, including a master list of required and/or elective courses. At least 14 but not more than 23 hours of graduate-level course work is the requirement for a Graduate Interdisciplinary Specialization/Minor. These hours must include at least four different courses. At least 14 hours must be from outside the home graduate program but may include cross-listed courses. Enrollment in cross-listed courses that comprise this 14-hour minimum must be outside the home department.

A. Administrative arrangements for the proposed Specialization/Minor.
B. Plans to enroll students and prospective enrollment.
C. Letter(s) of support from the participating deans.

III. GSCs seek approval of the proposal through whatever procedures the graduate programs / departments / schools / colleges deem necessary.

IV. GSCs submit approved proposal and a letter of transmittal to the Graduate School for review and action. The letter should be signed by all the involved GSC chairs.

V. The Curriculum Committee of the Research and Graduate Council (RGC) reviews the proposal and makes a recommendation for action to the RGC.

VI. RGC acts on the proposal. If approved, the Graduate School notifies the Office of Academic Affairs of the approval subject to further review by CAA. Upon completion of the review process, OAA will inform the University Registrar of the approved Graduate Interdisciplinary Specialization/Minor so that the new designation will appear on the student's transcript.

Operating Procedures

Students wishing to pursue an official Graduate Interdisciplinary Specialization or Minor must follow the procedures for access outlined below.

I. A student in conjunction with his or her advisor should determine the appropriateness of pursuing a Graduate Interdisciplinary Specialization or Minor and how best to incorporate it into the student's program of study.

II. The student completes Graduate Interdisciplinary Specialization or Minor Program Form, including obtaining her/his advisor's signature, which serves as an application to enroll in an Interdisciplinary Specialization or Minor. The form can be obtained from any graduate program involved in offering the Specialization or Minor. The Graduate Interdisciplinary Specialization or Minor Program Form will list the required and/or elective courses the student must complete in order to obtain the Specialization or Minor.

III. Copies of the completed Graduate Interdisciplinary Specialization or Minor Program Form are given to the Graduate School and the Graduate Studies Committee Chair from the student's home graduate program. The coordinating graduate program which offers the Specialization or Minor will keep the original copy on file.

Completed Graduate Interdisciplinary Specialization or Minor Program Forms can be turned in during the first two weeks of every semester.

IV. Upon receipt of the completed Graduate Interdisciplinary Specialization or Minor Program Form, the GSC of the graduate program coordinating the Specialization or Minor will send the student an acknowledgment indicating whether or not the request is approved, with a copy being sent to the Graduate School and the student's home GSD.

V. Upon receipt of the acknowledgment from the graduate program coordinating the Specialization or Minor, the Graduate School will send the student an acknowledgment letter/memo.

VI. The student must adhere to the curriculum for the Graduate Interdisciplinary Specialization or Minor as indicated on the approved Graduate Interdisciplinary Specialization or Minor Program Form. If changes in the approved curriculum are necessary, the student must complete a new Graduate Interdisciplinary Specialization or Minor Program Form and once again obtain approval via Steps I – V above.
VII. Upon application to graduate, the student must complete the Graduate Interdisciplinary Specialization or Minor Transcript Designation Form.

VIII. The Graduate School will match the courses completed with those in the approved Graduate Interdisciplinary Specialization/Minor. Unapproved departures from the approved Graduate Interdisciplinary Specialization/Minor program could lead to a loss of transcript designation.

IX. A review will be conducted by the Council on Research and Graduate Studies, in conjunction with the Council on Academic Affairs, of an approved Graduate Interdisciplinary Specialization/Minor five years after the program is first officially in place and periodically thereafter.

Approved by Council on Academic Affairs, 03/05/97
Revised by Council on Academic Affairs, 02/17/99

### Enrollment Limitation

This document describes procedures established by the Council on Academic Affairs to be followed when student demand for study in an academic area exceeds the capability of a department or college to teach all students wanting the program. In developing these procedures the council has assumed that the university is obligated to provide a certain level of access to courses and programs for its undergraduate students and that under this obligation the university will offer

- A sufficient number of courses so that undergraduate students can meet general education requirements.
- A sufficient number of entry-level prerequisite courses for each undergraduate major as well as a range of other courses that measure student ability and potential to perform well in each major.
- A sufficient number of courses that satisfy the basic requirements for each undergraduate major as well as a range of courses to satisfy elective requirements for each major.
- Courses required as a result of interdepartmental agreements.

The Office of Academic Affairs will inform the council on a quarterly basis of activities relating to enrollment problems in various units.

I. Definition of Enrollment Limitation Plan: An Enrollment Limitation Plan (ELP) is the set of short-term guidelines that restrict access to a particular undergraduate major because of the inability of an academic unit to meet instructional demands using available resources in any acceptable instructional configuration. An ELP applies to undergraduate majors only.

II. Procedure for establishing need for ELP: If a college judges that enrollment problems may require an ELP, the college must first work with the Office of Academic Affairs to evaluate the enrollments and resources, and to seek viable alternative ways of meeting the enrollment demand. If OAA in working with the college determines that no other viable alternative exists, then an ELP should be prepared and submitted to the Council on Academic Affairs.
III. Guidelines for preparing an ELP.

A. Generally an ELP will be developed at the college level and will involve all units of the college; in those cases where a school has enrollment pressures, it may be appropriate for the ELP to apply to the school, but not to the whole college; in either case, the college must be involved in the development of an ELP for a school.

B. An ELP addresses enrollment pressures rather than issues related to program or student quality within a unit.

C. The ELP will be developed for at most a three-year period.

D. An ELP will include a full description of the criteria by which students will be chosen for the program and a justification for the use of those criteria.

E. An ELP will stipulate a target enrollment range for undergraduate majors, and provide a rationale for that range. An ELP will also indicate enrollment expectations in each of the following categories:
   i. Undergraduate non-majors.
   ii. Graduate students.
   iii. Others.

F. An ELP may not require a cumulative point-hour ratio for graduation in the major above the current university standard of 2.0.

G. An ELP should demonstrate special attention to underrepresented student populations, in addition to transfer and academically at-risk students.

H. An ELP should outline fully all administrative procedures associated with managing the plan including student advising, changes in university publications, and expectations of the Registrar's Office and the Admissions Office.

I. Initiation of an ELP by an academic unit should provide a minimum of one year's notice to students.

J. The ELP will be monitored by the Office of Academic Affairs and a report of the effects of the ELP will be provided by the unit to council on an annual basis.

IV. Information to be provided to the Council on Academic Affairs with an ELP.

A. A description of general enrollment trends over the past five years highlighting key courses in the undergraduate major which have experienced severe enrollment pressures.

B. A description of instructional resources, their current utilization, and efforts that have been made to meet enrollment pressures.

C. An indication of the potential impact of the ELP on other university programs.

D. Interim steps designed to deal with enrollment pressures until the ELP becomes operational.

V. Criteria established by the Council on Academic Affairs for assessing the acceptability of an ELP.

A. The consistency of the plan with the mission of the university, including its responsibilities as a land-grant institution and its desire to attract and retain students.

B. The adherence of the proposed plan to the guidelines.

C. The potential impact on students outside the major(s) in question.
D. The potential impact on other units in the university.
E. The potential impact of the proposed plan on recruitment and retention efforts at Ohio State.

Approved by Council on Academic Affairs, 05/18/88
Existing Degrees, Certificates, and Areas of Study

Existing Degrees

Associate of Applied Science (available only at the Agricultural Technical Institute)
Associate of Arts (available only at the Lima, Mansfield, Marion, and Newark campuses)
Associate of Science (available only at the Agricultural Technical Institute)
Associate of Technical Study (available only at the Agricultural Technical Institute)
Bachelor of Arts
Bachelor of Art Education
Bachelor of Arts in Journalism
Bachelor of Fine Arts
Bachelor of Music
Bachelor of Music Education
Bachelor of Science
Bachelor of Science in Aeronautical and Astronautical Engineering
Bachelor of Science in Agriculture
Bachelor of Science in Allied Health Professions
Bachelor of Science in Architecture
Bachelor of Science in Aviation
Bachelor of Science in Biomedical Engineering
Bachelor of Science in Business Administration
Bachelor of Science in Ceramic Engineering*
Bachelor of Science in Chemical Engineering
Bachelor of Science in Civil Engineering
Bachelor of Science in Computer Science and Engineering
Bachelor of Science in Construction Systems Management
Bachelor of Science in Dental Hygiene
Bachelor of Science in Design
Bachelor of Science in Education
Bachelor of Science in Electrical and Computer Engineering
Bachelor of Science in Engineering Physics
Bachelor of Science in Environment Natural Resources
Bachelor of Science in Food, Agricultural and Biological Engineering
Bachelor of Science in Food Science
Bachelor of Science in Geomatics Engineering
Bachelor of Science in Hospitality Management
Bachelor of Science in Human Ecology
Bachelor of Science in Industrial and Systems Engineering
Bachelor of Science in Landscape Architecture
Bachelor of Science in Materials Science and Engineering
Bachelor of Science in Mechanical Engineering
Bachelor of Science in Metallurgical Engineering*
Bachelor of Science in Nursing
Bachelor of Science in Pharmaceutical Sciences
Bachelor of Science in Pharmacy*
Bachelor of Science in Nutrition
Bachelor of Science in Social Work
Bachelor of Science in Surveying*
Bachelor of Science in Welding Engineering
Master in the Study of Law
Master of Accounting

* Deactivated
Master of Applied Statistics
Master of Architectural Studies
Master of Architecture
Master of Arts
Master of Business Administration
Master of Business Logistics Engineering
Master of Business Operational Excellence
Master of City and Regional Planning
Master of Education
Master of Fine Arts
Master of Health Administration
Master of Labor and Human Resources
Master of Landscape Architecture
Master of Laws
Master of Liberal Studies
Master of Music
Master of Occupational Therapy
Master of Physical Therapy*
Master of Public Administration
Master of Public Health
Master of Science
Master of Social Work
Master of the Study of Law
Doctor of Audiology
Doctor of Dental Surgery
Doctor of Medicine
Doctor of Musical Arts
Doctor of Nursing Practice
Doctor of Optometry
Doctor of Pharmacy
Doctor of Philosophy
Doctor of Physical Therapy
Doctor of Veterinary Medicine
Juris Doctor

Existing Certificates

Certificate in Commercial Turf Equipment
Certificate in Hydraulic Service and Repair
Certificate of Post Baccalaureate Circulation Technologist
Certificate of Post Baccalaureate Medical Technologist
Certificate of Study in Civic Education and Democratization
Certificate of Study in Dispute Resolution
Certificate of Study in East Asian Studies
Certificate of Specialist in Educational Administration
Certificate of Study in Environmental Law*
Certificate of Specialist in Francophone and Post-Colonial Studies
Certificate of Specialist in Global Food Security
Certificate of Study in Health Information Management and Systems
Certificate of Specialist in Latin American Area Studies
Certificate of Study in Latin American Studies
Certificate of Study in Legal Issues in International Trade and Development
Certificate of Study in Medical Dietetics
Certificate of Specialist in Medieval and Renaissance Studies
Certificate of Study in Middle East Studies
Certificate of Study in Occupational Therapy*
Certificate of Study in Physical Therapy*
Certificate of Study in Radiologic Technology

* Deactivated
Certificate of Study in Respiratory Therapy
Certificate of Specialist in Russian Area Studies
Certificate of Study in Slavic and East European Studies
Certificate of Study in West European Studies
Certificate of Study in Veterinary Medicine*

Undergraduate Areas of Study

Circulation Technology
Commercial Turf Equipment
East Asian Studies
Health Information Management and Systems
Hydraulic Service and Repair
Latin American Studies
Medical Dietetics
Medical Technology
Middle East Studies
Occupational Therapy*
Physical Therapy*
Radiologic Technology*
Respiratory Therapy*
Slavic and East European Studies
West European Studies

Graduate and Professional Areas of Study

Civic Education and Democratization
Dispute Resolution
Educational Administration
Environmental Law*
Francophone Studies & Post Colonial Studies
Global Food Security
Latin American Area Studies

Legal Issues in International Trade and Development
Medieval and Renaissance Studies

Existing Areas of Study

Russian Area Studies
Veterinary Medicine*

Agricultural Technical Institute Technical Programs

Division of Agricultural and Engineering Technologies

Agricultural Business
Agronomy
Construction Management
Construction Science
Crop Management and Services
Dairy Cattle Production and Management Technology
Dairy Science
Environmental Resources Management
Environmental Resources Science
Horse Production and Management Technology
Horse Science
Hydraulic Power and Motion Control
Livestock Production and Management—Beef & Sheep
Livestock Production and Management—Swine
Livestock Science
Power Equipment Technology
Pre-Agricultural Education

Division of Arts, Science and Business Technologies
Agricultural Commerce
Business Management
Food Marketing Technology*
Laboratory Science Technology

Division of Horticultural Technologies
Floral Design and Marketing Technology

Greenhouse Production and Management Technology
Horticultural Science
Landscape Construction and Contracting Technology
Nursery Management Technology
Turfgrass Management Technology
Undergraduate Areas of Study by College

College of Arts and Sciences

Arts
Art
Art Education
Composition (Music)
Dance
Dance Education
History of Art
Industrial Design
Interior Design
Jazz Studies
Music
Music Education
Music History
Music Theory
Performance (Music)
Theatre
Visual Communication Design

Arts and Sciences
Film Studies
International Studies
Globalization Studies
Middle Childhood Education
Personalized Study Program

Biological Sciences
Biochemistry
Biology
Entomology

♦ Deactivated

Evolution and Ecology
Microbiology
Molecular Genetics
Plant Cellular and Molecular Biology
Zoology

Humanities
African-American and African Studies
Ancient History and Classics
Arabic
Chinese
Classics
Comparative Studies
English
French
German
Hebrew
History
Islamic Studies
Italian
Japanese
Jewish Studies
Korean
Linguistics
Medieval and Renaissance Studies
Modern Greek
Philosophy
Portuguese
Religious Studies
Russian
Spanish
Women's Studies
World Literatures
Mathematical and Physical Sciences
Actuarial Science
Astronomy
Chemistry
Computer and Information Science
Geological Sciences
Information Technology Options
Mapping and Land Information Science
Mathematical Sciences
Mathematics
Physics
Vision Science

Social and Behavioral Sciences
Anthropological Sciences
Anthropology
Aviation
Communication
Criminology
Economics
Geography
Journalism
Political Science
Psychology
Sociology
Speech and Hearing Science

Business
Business Administration
Accounting
Economics
Finance
General Business (available only at Lima, Mansfield, Marion, and Newark campuses)
Human Resources

Information Systems
International Business Administration
Logistics Management
Marketing
Operations Management
Real Estate and Urban Analysis
Risk Management and Insurance
Special Major – Aviation
Special Major – MBA 3-2 Option

Dentistry
Dental Hygiene

Education and Human Ecology
Early & Middle Childhood Education
Exercise Science Education
Extended campuses only
Family and Consumer Science Education
Family Resource Management
Hospitality Management
Human Development and Family Science
Human Nutrition
Nutrition
Physical Education
Special Education
Sport and Leisure Studies
Technical Education and Training
Technology Education
Textiles and Clothing

Engineering
Aeronautical and Astronautical Engineering
Architecture
Aviation
Biomedical Engineering
Ceramic Engineering
Chemical Engineering
Civil Engineering
Computer Science and Engineering
Electrical and Computer Engineering
Engineering Physics
Food, Agricultural and Biological Engineering
Geomatics Engineering
Industrial and Systems Engineering
Landscape Architecture
Materials Science and Engineering
Mechanical Engineering
Metallurgical Engineering
Surveying
Welding Engineering

Food, Agricultural, and Environmental Sciences
Agribusiness and Applied Economics
Agricultural Communication
Agricultural and Extension Education
Agricultural Systems Management
Agronomy
Animal Sciences
Construction Systems Management
Crop Science
Environmental Policy and Management
Environmental Science
Fisheries and Wildlife Management
Food Business Management
Food Science & Nutrition
Forestry and Urban Forestry
Forestry, Fisheries, and Wildlife
Horticulture

Human Dimensions in Natural Resources
Landscape Horticulture
Natural Resources
Parks, Recreation, and Tourism
Plant Health Management
Professional Golf Management
Turfgrass Science

Medicine and Public Health—School of Allied Medical Professions
Athletic Training
Biomedical Science
Circulation Technology
Health Information Management and Systems
Health Sciences Program
Medical Dietetics
Medical Technology
Occupational Therapy
Physical Therapy
Radiologic Sciences and Technology
Respiratory Therapy

Nursing
Nursing

Pharmacy
Pharmaceutical Sciences

Social Work
Social Work

* Deactivated
Graduate Areas of Study and Professional Degrees

Graduate Areas of Study

Accounting and Management Information Systems, M.A.*, M.Acc., Ph.D.
Aeronautical and Astronautical Engineering, M.S., Ph.D.
African-American and African Studies, M.A.
Agricultural and Extension Education, M.Ed., M.S., Ph.D.
Agricultural, Environmental, and Development Economics, Cert. Global Food Systems, M.S., Ph.D.
Agricultural Engineering, (see Food, Agricultural, and Biological Engineering)
Allied Medical Professions M.S., M.O.T., D.P.T., Ph.D.,
Anatomy, M.S., Ph.D.
Animal Sciences, M.S., Ph.D.
Anthropology, M.A., Ph.D.
Architecture, M.Arch.
Art, M.F.A.
Art Education, M.A., Ph.D.
Arts Policy and Administration, M.A.
Astronomy, M.S., Ph.D.
Atmospheric Sciences, M.S., Ph.D.
Audiology, Au.D.
Biochemistry, M.S.
Biochemistry Program (Ohio State), Ph.D.
Biomedical Engineering, M.S., Ph.D.
Biomedical Science (see Integrated Biomedical Sciences Graduate Program)
Biophysics, M.S., Ph.D.
Biostatistics, Ph.D.
Business Administration, M.A., M.B.A., Ph.D.
Business Logistics Engineering, M.B.L.E.

Business Operational Excellence, M.B.O.E.
Chemical Engineering, M.S., Ph.D.
Chemical Physics, M.S., Ph.D.
Chemistry, M.S., Ph.D.
City and Regional Planning, M.C.R.P., Ph.D.
Civil Engineering, M.S., Ph.D.
Communication, M.A., Ph.D.
Comparative Studies, M.A., Ph.D.
Computer Science and Engineering, M.S., Ph.D.
Dance*, M.A., M.F.A., Ph.D.
Dance Studies, Ph.D.
Dentistry, M.S.
East Asian Languages and Literatures, M.A., Ph.D.
East Asian Studies, M.A.
Economics, M.A., Ph.D.
   School of Educational Policy and Leadership
   School of Physical Activity and Educational Services
   School of Teaching and Learning
Electrical & Computer Engineering, M.S., Ph.D.
Engineering Mechanics, M.S., Ph.D.
English*, M.A., M.F.A., Ph.D.
Entomology, M.S., Ph.D.
Environmental Science, M.S., Ph.D.

* Cooperates with the Center for Medieval and Renaissance Studies in offering the Certificate of Specialist in Medieval and Renaissance Studies

• Each of the schools under Education has its own Graduate Studies Committee; however, both the master’s and the doctoral degrees are awarded in “Education.”
Environment and Natural Resources, M.S., Ph.D.
Evolution, Ecology and Organismal Biology, M.S., Ph.D.
Food, Agricultural, and Biological Engineering, M.S., Ph.D.
Food Science and Technology, M.S., Ph.D.
French and Italian*, M.A., Ph.D.
Genetics (see Molecular Genetics)
Geodetic Science and Surveying, M.S., Ph.D.
Geography, M.A., Ph.D.
Geological Sciences, M.S., Ph.D.
Germanic Languages and Literatures*, M.A., Ph.D.
Greek and Latin*, M.A., Ph.D.
Health Services Management and Policy, M.H.A.
Cert. Spl. Medieval & Renaissance Studies
History of Art*, M.A., Ph.D.
Horticulture and Crop Science, M.S., Ph.D.
Hospitality Management, M.S., Ph.D.
Human Ecology, M.Ed.*, M.S., Ph.D.*
  Consumer and Family Financial Services
  Fashion and Retail Studies
  Human Development and Family Science
  Human Nutrition
Industrial and Systems Engineering, M.S., Ph.D.
Industrial, Interior and Visual Communication Design, M.A., M.F.A.
Integrated Biomedical Sciences, Ph.D.

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* Deactivated

* Each of the graduate programs under Human Ecology has its own Graduate Studies Committee; however, the master's and doctoral degrees are awarded in “Human Ecology”.

Labor and Human Resources, M.L.H.R., M.L.H.R./M.A. H.E.S.A., Ph.D.
Landscape Architecture, M.Land. Arch.
Law, L.L.M., M.S.L.
Linguistics*, M.A., Ph.D.
Materials Science and Engineering, M.S., Ph.D.
Mathematics, M.A., M.S., Ph.D.
Mechanical Engineering, M.S., Ph.D.
Medical Science, M.D.
Microbiology, M.S., Ph.D.
Molecular, Cellular, and Developmental Biology, M.S., Ph.D.
Molecular Genetics, M.S., (Ph.D.*)
Molecular Virology, Immunology, and Medical Genetics, M.S.
Music, M.A., M.Mus., D.M.A., Ph.D.
Near Eastern Languages and Cultures, M.A., Ph.D.
Neuroscience Graduate Studies Program, Ph.D.
Nuclear Engineering, M.S., Ph.D.
Nursing, M.S., Ph.D., D.N.P.
Nutrition, Ohio State University, Ph.D.
Oral Biology, Ph.D.
Pathology, M.S., Ph.D.*, M.D./Ph.D.
Pharmacology, M.S.
Pharmacy, M.S., Ph.D.
Philosophy*, M.A., Ph.D.
Physics, M.S., Ph.D.
Vision Science, M.S.
Physiology, M.S., (Ph.D.*)
Plant Cellular and Molecular Biology, M.S., Ph.D.

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* Cooperates with the Center for Medieval and Renaissance Studies in offering the Certificate of Specialist in Medieval and Renaissance Studies
* Deactivated
Plant Pathology, M.S., Ph.D.  
Professional Communication, M.A.  
Psychology, M.A., Ph.D.  
Public Health, M.P.H., M.S., Ph.D.  
Public Policy & Management, M.A., M.P.A., Ph.D.  
Rural Sociology, M.S., Ph.D.  
Slavic and East European Languages and Literatures*, Cert. Sp’l. R.A.S., M.A., Ph.D.  
Slavic and East European Studies, M.A.  
Social Work, M.S.W., Ph.D.  
Sociology, M.A., Ph.D.  
Spanish and Portuguese, M.A., Ph.D.  
Speech and Hearing Science, M.A., Ph.D.  
Statistics, M. Appl. Stat., M.S., Ph.D.  
Theatre*, M.A., M.F.A., Ph.D.  
Veterinary Biosciences, M.S., Ph.D.  
Veterinary Clinical Sciences, M.S., Ph.D.  
Veterinary Preventive Medicine, M.S., Ph.D.  
Vision Science, M.S., Ph.D.  
Welding Engineering, M.S., Ph.D.  
Women’s Studies, M.A.  

**Professional Degrees**  
Dentistry, D.D.S.  
Law, J.D.  
Medicine, M.D.  
Optometry, O.D.  
Pharmacy, Pharm.D.  
Veterinary Medicine, D.V.M.  

**Professional Engineering Areas of Study**  
Civil Engineer  
Electrical Engineer
Courses and Curricula

Faculty Rules Governing Courses and Curricula

3335-8 Instruction.
3335-8-01 Courses and curricula; defined.
3335-8-02 Courses and curricula; establishment, alteration or abolition.
3335-8-03 Procedure.
3335-8-04 Adoption of approved courses.
3335-8-05 University classification and course numbering system.
3335-8-07 General education.

Curricular Changes

Approval of changes in curricula by the Council on Academic Affairs (or the Office of Academic Affairs as directed by the council) may be by direct request outlining the change desired.

Types of Curricular Changes

I. Deletion of a required course from the curriculum
II. Addition of a course(s)—either from the same academic unit or another academic unit—that was not previously approved as a required course for the curriculum
III. Substitution of a course(s) for one currently in the curriculum
   A. Changes in the content of the course(s) cause reconsideration of that course in the curriculum
   B. New needs in the curriculum
   C. Withdrawal of a course(s) currently listed in the curriculum and the replacement of that course by a new course or by another more appropriate course
IV. Adjustment of total hours or elective hours due to approved changes in credit hours or approved addition or deletion of courses
V. Explanation of off-campus field experience requirements.

A change in credit hours for a required course in the curriculum may result in an increase or decrease in the total hours required for the curriculum. The Office of Academic Affairs requires that this change in total hours required for the degree and/or curriculum be justified.

Additions and withdrawals of courses from the curricula that are not in the requesting academic unit must be coordinated with the other academic units involved before submission to the Office of Academic Affairs.

The Council on Academic Affairs has charged the college secretaries with the responsibility of inserting approved changes in the curricula in their respective bulletin materials. The secretaries also are responsible for seeing that no unapproved changes in curricula appear in the bulletins.
Proposals for Curricular Changes

Proposals for curricular changes must include the following points

I. Rationale for the change
II. Present curriculum and proposed curriculum
III. Revised bulletin entry
IV. Course requests (if applicable)

Courses – General Expectations

Course proposals adhere to the ODHE’s definition of a semester credit hour (http://regents.ohio.gov/actions/documents/2010/Dir2010-016.pdf). Course proposals must be accompanied by a syllabus that contains learning outcomes. Additionally, all General Education (GE) course proposals follow the College of Arts and Sciences protocols for GE status approval, and must include a syllabus with relevant GE expected learning outcomes and a plan for assessing those outcomes (see ASC Curriculum and Assessment manual: https://asccas.osu.edu/).

Course proposals are submitted and approved through curriculum.osu.edu (see Appendix D for the template). The system supports a workflow approval process specific to the type of proposal.

New Course, Course Change, Course Withdrawal, Group Studies, and Study Tour Requests

When judging the merits of a course request, curriculum committees and academic administrators at the departmental, school, college, and university levels will need clear documentation on three main issues: the value of the course, the quality and content of the course, and the capability of the academic unit to teach the course. If a new course or course change is being requested as part of a new or revised curriculum, copies of the new or revised program must be included with the course request.

The following items must be addressed for all New Course, Group Studies, Study Tour, and Flexibly Scheduled/Off Campus/Workshop Requests; and Course Change Requests involving

- course number change
- level change (e.g., from undergraduate to undergraduate and graduate)
- extensive revision to the course title or the course description
- a change in credit hours
- change in class hours or course format (e.g., from lecture only to lecture/lab)
- significant prerequisite change
- change in grading option
- addition of an off-campus field experience

These items may be addressed through an appropriately annotated syllabus that includes a grading plan. See the next section on best practices in syllabus construction.

I. Rationale: State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.
II. Course Objectives and/or Student Learning Outcomes: Course objectives should explain what the course seeks to achieve in terms of knowledge and cognitive skills which emphasize recall, comprehension, application, analysis, synthesis, and critical judgment; and/or acquisition of attitudes, values, and aesthetics judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymasia, as well as classrooms (See Rule 3335-7-21.)

III. Relationship to other Courses/Curricula: Describe how the course relates to courses and curricula of other academic units. List academic units which may have an interest in, or responsibility for, portions of the course content. Append to the course form letters of support or concern, or a Departmental Course Review Concurrence Form for each unit.

IV. Off-Campus Field Experiences: Describe the nature of and provisions made for off-campus field experiences.

V. List the topics to be covered in the course and the number of class periods to be spent on each topic.

VI. List courses for which the new/changed course will serve as a prerequisite.

VII. Describe the methods to be used to evaluate student performance. Indicate the percent of the final grade each method constitutes. State the grading option (e.g., A-E, S/U, P).

VIII. List required textbooks and/or a reading list and/or a bibliography (title, author(s), and publications date). Courses proposed for graduate credit at the 7000, 8000 or 9000 level must have a reading list where appropriate. Exclusions will be considered if adequate justification is provided.

IX. List requirements for each level of credit when the course is offered for varying credit hours.

X. List requirements for each group of students if the course is offered to different levels of students (e.g., undergraduate, graduate, professional).

XI. Documentation for a course withdrawal request should state clearly the impact of no longer offering the course.

XII. Budget: Evidence must be given of whether the budget support necessary will come from reallocation of existing resources or from new program funds. If existing resources are to be used, the proposal should state how existing faculty loads will be affected, how course registration limits will be altered, or what changes in other course offerings will be made. If the proposed new or revised course will replace an existing course in a program, information on the displaced course must be provided including recent enrollments and expected changes as a result of the request, and the proposed date of withdrawal of the current course. It is also necessary to demonstrate the requirements for instructional support such as reference to library support, teaching aids, computer-based learning requirements, and special classroom requirements.

XIII. Appropriate signatures: Course requests must include the signature/approval of the academic unit chair and the appropriate college representative.

When applicable, signatures from the undergraduate studies committee chair, graduate studies committee chair, department chair/school director, dean, and the Graduate School, must appear on the request form.

Electronic Course Approval

All course requests must be submitted through the electronic course approval system (http://curriculum.osu.edu/).

Respond to all Failure to completely respond to all required fields will delay the approval of a course request. This is especially true for the following:
• **New Course Request**: State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.

• **Course Change Request**: Purpose of the proposed change

• **Flexibly Scheduled Course Request**: Hours of out-of-class preparation and total class meeting hours

• **Group Studies Request**: Previous term(s) of offering and enrollment

**Contingent Course Requests**

Do not submit to OAA course requests that are contingent upon the approval of other course requests or curricular requests until all other approvals are in order. If a course request is contingent upon approval of a proposal that is under CAA review, it should be held at the college until CAA has approved the proposal.

**Attaching Files to Course Requests**

When attaching files to course requests, use the following system for naming the document.

- **Syllabus**
  - Course#Syllabus
  - GEOG100Syllabus.pdf

- **Concurrence**
  - Course#ConcDepartmentName
  - GEOG100ConcPoliSci.pdf

- **Cover letter**
  - Course#Cover
  - GEOG100Cover.pdf

- **Appeal request**
  - Course#Appeal
  - GEOG100Appeal.pdf
Course Syllabi

The following represent best practice of the kinds of information students need to know about the courses in which they are enrolled. This template provides guidance to those faculty members proposing new courses in order to help the proposal move through the approval process. Language in boxes represents boilerplate language that can be adopted for any syllabus.

All syllabi submitted with new course and flexibly scheduled/off-campus/workshop requests must include the following information. Course change requests with content revisions must also include a syllabus with this information.

I. Information about the course and instructor (or placeholder information)

A. Course
   1. Current year and semester
   2. Name and number of course
   3. Meeting time (with days of the week)
   4. Location

B. Instructor and teaching assistants if applicable
   1. Name
   2. Phone number and email address
   3. Location of office
   4. Office hours

II. Clear statement of learning goals: This section must contain a statement of learning goals expressed as learning outcomes—what students will be expected to know at the end of the course—rather than what the instructor plans to do.

III. GE courses: The Faculty of the Arts and Sciences requires that the syllabi for all GE courses contain specific information about how the course satisfies GE requirements. Additional information can be found at http://artsandsciences.osu.edu/currofc/updates.cfm.

   A. GE category or categories fulfilled (e.g. Category 2. Breadth, C. Arts and Humanities, (3) Cultures and Ideas)
   B. GE learning goals and objectives boilerplate language pertaining to the appropriate area(s)
   C. Statement that explains how the course will satisfy the stated learning goals and objectives

IV. Description of means/activities for approaching course goals: Possible activities include lecture, discussions with active participation, problem-solving groups, field trips, guest lecturers, assignments, audio-visual materials, Carmen or other distance-learning websites (provide the web address and log-in instructions for any website required in the course).

V. Required and optional materials: List all required texts, course packets, reading assignments, and other materials required for the course. Clearly indicate any resources and materials that are supplemental but not required. Also include information on where students can obtain these materials.
VI. **Grading criteria**
   A. Components of final grade
   B. Weighting of various grades
   C. Relationship of participation and attendance to final grade

VII. **Assignments and examinations:** Include information about all homework and other assignments, papers, examinations, projects. (See Rule 3335-8-19.)

VIII. **Course policies**
   A. Attendance policy as approved by department (see Rule 3335-9-21.)
   B. Academic misconduct: Include the Committee on Academic Misconduct statement on academic integrity, or similar statement. Additional information can be found at [http://oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html).

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Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([www.oaa.osu.edu/coam/home.html](http://oaa.osu.edu/coam/home.html))
- Ten Suggestions for Preserving Academic Integrity ([www.oaa.osu.edu/coam/ten-suggestions.html](http://www.oaa.osu.edu/coam/ten-suggestions.html))
- Eight Cardinal Rules of Academic Integrity ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

C. Other policies: Include other policies that are relevant to the course. These may include late assignments, make-up exams, requesting an extension, reporting illness, and cell phones.
IX. **Disability statement**: Include the Office for Disability Services statement on accommodating (16 pt. font is recommended). Additional information can be found at [http://www.ods.ohio-state.edu/default.asp](http://www.ods.ohio-state.edu/default.asp).

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/).

X. **Schedule**: At a minimum the class-by-class schedule must include the following

A. Dates with corresponding sequence of class topics, including the preparations that are required and suggested

B. Due dates for assignments

C. Exam dates

D. Holidays or other dates when the class will not convene

XI. **University Escort Service**: Several years ago the Undergraduate Student Government requested that faculty include the phone number for the University Escort Service on their syllabi, preferably on the first page somewhere and especially for courses that meet or end after dark.

University Escort Service—292-3322
Service available after 6 PM.

Adopted by Council on Academic Affairs, DATE
Group Studies (X194) Request

A Group Studies Request should be used to request a new or previously offered group studies course. Care should be taken to ensure that a group studies course does not encroach upon material being taught in established courses. The request is for a single semester of offering and the course is not permanently added as with a New Course Request. Regular course numbers should be sought for group studies courses taught three times with success.

For each X94 topic an academic unit wishes to offer in any given semester, an X94 request form must be on file with the Office of Academic Affairs with the proper approval. Group Studies requests must complete the approval process before a call number can be released by the Scheduling Office.

Study Tours (X98)

The Study Tour Request form is used to request a course to be taught off campus either in the United States or abroad at a great enough distance from the campus offering the course to prevent commuting. This form along with supporting documentation, i.e., an academic and administrative plan, must be submitted at least three semesters prior to the semester of offering and must flow through the normal approval process, including department, college, Graduate School (if the study tour is to carry graduate credit) and the Office of Academic Affairs. In addition, requests for overseas study tours are reviewed by the Office of International Affairs for evaluation of the administrative portion of the plan. Study Tours are approved for a single semester of offering.

The study tour must be functionally related to the subject of the intensive study and travel to the off-campus location must be a necessary component in meeting the course objectives. For study tours approved for graduate credit, supervision by some graduate studies committee is required. As with other 600-level courses, graduate studies committees are responsible for the content and the instructional staff.

The academic portion of the plan (B.4 and 5 on the Study Tour Request Form) is much the same as the course syllabus for regular on-campus courses. Specific components of the academic portion of the plan include the following.

I. Rationale for the study tour
II. Student learning outcomes and/or course objectives
III. Topical outline and percent of time spent on each topic
IV. Method of instruction with explanations of any special instructional requirements
V. Course requirements
VI. Methods of examination and percent of the final grade each method constitutes
VII. Text books and/or reading lists with explanation of how library resources will be provided while away from campus
VIII. Admission requirements and procedures
IX. Orientation and debriefing sessions
X. Method of dealing with language barrier

The administrative portion of the plan (B.6 on the Study Tour Form) must address the following areas.

I. Arrangements for travel
II. Student housing and meals
III. Off-campus classroom facilities
IV. Proposed extra-curricular activities

V. Contingency plans including those for medical emergencies

VI. Detailed budget

The budget should provide a breakdown of the costs of the study tour, the cost per individual student, proposed arrangements for handling deposits of student payments, procedures for disbursements of expenses, and any arrangements with travel agencies, including discounts, rebates or other incentives available to the study tour leader.

Responsibility for management of tours resides with the instructor and home department. Normal university accounting procedures are required in handling financial aspects of study tours, namely:

I. All purchases should be made through the Purchasing Department using the guidelines set forth by that Office.

II. An FAS account should be established by the home department for each study tour, via an Ohio State Request for New Account form. The account should be a designated account (315XXX). The home department is responsible for monitoring this account, and must provide funding for any deficit incurred.

III. Student payments should be deposited to the above FAS account in a timely manner. A separate bank account should NOT be maintained.

All disbursements must have proper approval (dean or vice president) and documentation.

Full documentation and reporting of expenditures to the Office of International Affairs is required within one month of return from an overseas study tour.

If the study tour plans are acceptable, final notice of approval will be provided by the Office of Academic Affairs no later than one month following submission of the completed request to the Graduate School (if applicable) and the Office of Academic Affairs. Study tour course requests must complete the full approval process before a call number can be released by the Scheduling Office. The Office of Academic Affairs will notify both the Scheduling Office and the academic unit when a course proposal has completed the approval process. Any publicity distributed prior to the approval of a study tour must indicate that the offering is contingent upon approval by appropriate university bodies.

The following generic Study Tour course numbers and descriptions have been approved for all academic units. Any unit wishing to offer study tours should notify the Office of Academic Affairs in writing of its intent so that the course numbers and generic descriptions may be placed in the Course Offerings Bulletin. While the course number and generic description appear in the Course Offerings Bulletin, advertisement of the description, requirements, etc. for specific study tours is the responsibility of the unit offering the course.

298  Study Tour   U    1 - 15

Specific content, location, semester(s) of offering, and prerequisites vary. Contact department office for details.

Prereq: Permission of instructor. Repeatable for different titled study tours only.

298.01 Domestic
298.02 Foreign

498  Study Tour   U    1 - 15

Specific content, location, semester(s) of offering, and prerequisites vary. Contact department office for details.
Prereq: Permission of instructor. Repeatable for different titled study tours only.

498.01 Domestic
498.02 Foreign

698 Study Tour U G 1 - 15

Specific content, location, semester(s) of offering, and prerequisites vary. Contact department office for details.

Prereq: Permission of instructor. Repeatable for different titled study tours only.

698.01 Domestic
698.02 Foreign

Study at a Foreign Institution (697)

The omnibus course number X797 is available for use by all academic units to grant formal Ohio State credits and grades for up to 45 credit hours of study at an approved foreign institution of higher learning. Use of this course number is subject to the considerations and procedures outlined below.

Units wishing to list X797 under their offerings in the Course Offerings Bulletin must notify the Office of Academic Affairs in writing of their intention to utilize this course number.

Students interested in enrolling in X797 must first discuss this with an advisor in the Office of International Affairs; and then contact a regular Ohio State faculty member in each department where the student expects to receive credits and grades for work completed at a foreign institution, to discuss the course of study, credit hours, and specific Ohio State course credit prior to enrolling in the foreign institution.

Students enrolling in X797 will pay full Ohio State fees. An Ohio State student enrolling in a direct one for one exchange program which includes a tuition exchange clause will pay no fees at the foreign institution and the foreign student will not pay academic fees to Ohio State. Ohio State students will be considered regular full-time students and will be eligible to receive financial aid and to enroll in the Ohio State student insurance program. Part-time Ohio State students may also use the X797 registration and pay part-time Ohio State fees. They will be considered as regular part-time students.

The university will then pay the student's fees at the foreign institution, up to the limit of Ohio State's tuition. Any fees in excess of Ohio State tuition and all travel expenses, room and board, and other incidental costs will be paid by the individual student in addition to Ohio State fees. Students will work with an advisor in the Office of International Affairs to handle these and other administrative details.

X797 will be available in all semesters (Summer, Autumn, Winter, and Spring). Enrollment in X797 requires OIA approval, as well as the approval of the student's academic department. X797 credit may be earned up to a maximum of 45 credit hours (the equivalent of three semesters of full-time study), with a maximum of 15 credit hours in a single semester. The Graduate School will continue to require a minimum of 36 credit hours completed on the Columbus campus for the Master's degree.

The Office of International Affairs is responsible for coordinating X797s. Students temporarily register for approved study programs under International Studies X797 while they are abroad. The Office of International Affairs receives rosters to track and coordinate student work, and posts P (progress) grades while the student is abroad. Individual departments are responsible for approving student "Study Plans" prior to foreign study, and for course and grade determinations upon the student's return.

In order for the X797 course number to be used, the following conditions must be met:

I. In cases where academic exchanges exist, the receiving foreign institution must have signed an agreement with The Ohio State University. The agreement must be approved by the provost.
Examples of such agreements are available in, and are administered by, the Office of International Affairs.

Students may enroll for X797 credit only on programs whose curricula have been approved at Ohio State. The current list of eligible programs is available in the Office of International Affairs. Exceptions to this rule are permitted only with the approval of the student's advisor and the Office of International Affairs.

II. Students planning to enroll in courses at a foreign institution must file a Study Plan for X797 (see forms) at Ohio State prior to departure. Such a study plan may not be filed ex post facto. A student with an approved Study Plan for X797 may register at Ohio State for up to 45 credit hours in one academic year using International Studies X797. A student must have written departmental approval to register for X797 credits. This approval implies the willingness of the appropriate department(s) to evaluate the student's performance in course work taken at the foreign institution on the basis of grades submitted by foreign instructors, papers submitted by the student, or competency examinations administered by Ohio State faculty members, or some combination of the above, and to assign an appropriate letter grade for work completed under the X797 registration. After the student returns to Ohio State, registration under International Studies X797 will be transferred to the appropriate departmental X797, or to a specific Ohio State course number. Until a final Ohio State grade is assigned, students enrolled in International Studies X797 will receive the grade "P" for progress.

In cases where a standard matrix of course equivalencies between the foreign institution and Ohio State has been authorized by a department, the Office of International Education will process the evaluation of the students performance and submit the student's final grade to the Registrar with a copy of the notification to the department.

III. A copy of the student's approved Study Plan (see Forms at the end of the Handbook) must be on file in the student's college office before he or she registers for International Studies 697. Copies of the approved Study Plan must be placed on file in the Office of International Affairs and in the Office of the Registrar, and in cases of graduate credit, in the Graduate School.

**Flexibly scheduled/off-campus/workshop course request**

A Flexibly Scheduled/Off Campus/Workshop Course Request form should be used to request a workshop or course for a concentrated period of time (less than ten weeks duration.) These requests are meant to be one-time offerings. In some instances these courses may be taught off campus. Flexibly Scheduled/Off Campus/Workshop course requests must complete the full approval process before a call number can be released by the Scheduling Office.

Flexibly Scheduled/Off Campus/Workshop: Describe the nature of and provisions made for the instructional experience indicating clearly arrangements made for off-campus activities, if any, and the rationale for a flexibly scheduled format.

List the topics to be covered in the course and the number of class periods to be spent on each topic.

List courses for which the new/changed course will serve as a prerequisite.

Describe the methods to be used to evaluate student performance. Indicate the percent of the final grade each method constitutes. State the grading option (e.g., A-E, S/U, P).

List required textbooks and/or a reading list and/or a bibliography (title, author(s), and publications date). Courses proposed for graduate credit at the 800 or 900 level must have a reading list where appropriate. Exclusions will be considered if adequate justification is provided.
List requirements for each level of credit when the course is offered for varying credit hours. See 3335-8-24 of the Rules of the University Faculty for guidelines on course credit.

List requirements for each group of students if the course is offered to different levels of students (e.g., undergraduate, graduate, professional).

Honors Embedded Courses

General

The Honors Embedded (HE) experience will be limited to no more than 12 honors students enrolled within a non-honors course. In cases where the demand for an honors embedded experience is greater than 12 honors students, departments are encouraged to offer a regular honors section. Additionally, embedded honors experiences cannot be offered in courses where honors sections already exist, except on the regional campuses. Individual colleges and faculty may decide to set further limits on the HE option. In general, the HE component will be taught by regular faculty.

An HE student evaluation form should be used for all honors embedded courses (http://artsandsciences.osu.edu/currofc/resources/HonorsEmbeddedStudentEvaluationForm.pdf), with the option to add questions specific to the college or unit offering the course. The University Honors & Scholars Center will also elicit feedback on the effectiveness of these honors experiences from the faculty who teach them at the end of each semester.

Registration

Students should carry an Honors designation to qualify for enrollment in the embedded honors option, but non-honors students have the option of obtaining special permission to enroll.

Under the current student information system, honors embedded courses will have a prefix of "E" and student's transcript will have a translation of "honors embedded." Under the new student information system, courses will be designated as "HE."

Honors embedded courses will have a separate call number from the regular course. A code to designate "Enrollment by permission only" will be listed for these sections as well so that students cannot add the course without instructor approval.

Once approval for the HE course is obtained, HE will be listed as an option for the course in the online University Course Bulletin and eventually the printed Course Bulletin (deadline for revisions typically in February).

Students will register for the honors embedded course at the time of registration. If they wish to drop the honors embedded part of the course (and transfer to the regular course), they will need to do so by the usual withdrawal deadline (end of third week of semester).

Proposal Components

I. A cover letter with a rationale for offering the honors embedded course.
II. A description of how the course will offer honors students enhanced student/faculty interaction.
III. A description of the enhanced expectations and experiences, which need to be more rigorous and enriching in ways that constitute honors content, and not simply additional work. Proposals should give the approximate amount of additional hours expected of the student per week.

Additional honors experiences may involve, but not be limited to:
• A related research project
• A special in-class presentation
• Presenting at an out-of-class activity related to the course
• Developing a teaching tool related to the course or assisting a faculty member in course improvement/development
• Enhance laboratory experience
• Differential assignments/learning experiences based on the honor student’s honors program
• Interaction with other students pursuing the HE option
• College-wide enrichment experiences, such as an open-forum debate on a topic related to curricula in the college, a field trip to a research facility or industry location, or a prominently known guest speaker sharing research.
• Delving more deeply into the methodology, structure, and/or theory, addressing more sophisticated questions; and satisfying more rigorous standards than are generally expected.
• A description of the grading. The student’s grade should reflect all of the student's work in the course, including work done in common with other students, as well as work done for the honors element. An agreement on grading procedures needs to be established in advance of the beginning of the course.
• The syllabus for the regular course and the honors embedded addendum.
• Completed signature page
  (http://artsandsciences.osu.edu/currofc/resources/HonorsEmbeddedCourseApprovalSignatures.pdf)

Note that a course change form is not required for honors-embedded courses.

**Process for Approval**

Faculty should request approval of a course for the honors embedded option by submission of the proposal for departmental review (regional campuses – regional honors director as well), and college honors review. Proposals should then be submitted to the University Honors & Scholars Center one semester in advance of the offering. Approved proposals will be forwarded to the Office of Academic Affairs.

The colleges and the University Honors & Scholars Center will maintain a list of courses approved for embedded experiences in a manner accessible to both students and faculty, e.g., college and H&S web sites, honors handbooks. Other means of publicizing honors embedded courses will include college and University Honors & Scholars Center list serves to the honors community, course fliers, and Honors Scheduling events to publicize next semester honors offerings.

Approval of a course for honors embedded experience does not obligate faculty to offer such an experience each time the course is offered.

College Honors Committees and the University Honors Faculty Advisory Committee will review these guidelines periodically.
Miscellaneous

No more than two honors embedded courses will count for the six course honors/upper division/graduate-level course requirement over the first two years, with the exception of the regional campuses, where any combination of honors-embedded and honors courses are permitted.

The University Honors & Scholars Center will report annually to the Council on Academic Affairs on honors embedded courses approved and offered, including number, enrollments, and student and faculty feedback.

Service Learning Courses (“S” designation)

Service-Learning courses are designed to enrich students’ understanding of course content, broaden their appreciation of the discipline, and enhance development of civic responsibility. A service-learning course uses experiential strategies characterized by student participation in an organized service activity, is connected to specific learning outcomes, meets identified community needs, and provides structured time for students to analyze and connect the service experience to learning. The successful completion of such a course will be noted on a student’s transcript using the letter “S.”

There are two types of Service-Learning courses: Non-GE Service-Learning courses and GE Service-Learning courses.

For instructions on how to submit non-GE Service-Learning courses, please consult with the Service-Learning Initiative (http://service-learning.osu.edu/). The Service-Learning Initiative offers assistance for faculty interested in service learning, including course design and development, technical assistance, grants, and detailed descriptions of the approval process. Once a course receives the “S” designation, the course will need to be taught with the service-learning component. (If an instructor wishes to offer an additional version of the course without service-learning content, he or she will need to create a separate non S-designated course in addition to the S-designated one.)


Service-Learning course

- uses experiential strategies characterized by student participation in an organized service activity
- is connected to specific learning outcomes
- meets identified community needs
- provides structured time for students to analyze and connect the service experience to learning

Addition of S-suffix to existing courses

Course change form is submitted according to existing procedures within the department/school and college. Course syllabus is submitted to the Service-Learning Scholars Roundtable (SLSR) for advice and comment. SLSR response is attached to the course change documents.
Proposal of new course with S-suffix

Course is proposed according to existing procedures within the department/school and college and, at the college level, is sent to the Service-Learning Scholars Roundtable (SLSR) for advice and comment. The Program Director of the SLSR will convene a committee of 5 university faculty/staff from among the roundtable and from areas appropriate to the content of the proposed course.

Checklist Service-Learning Courses

If the syllabus of course you are proposing does not include all of the following information, please attach a description of that information.

I. Statement of goals, expectations, and responsibilities
   A. Faculty
   B. Students
   C. Community partner

II. Service activities students performed by students, developed in conjunction with the service partner
   A. Connection with the academic content of the course
   B. Statement on how service activities meet community partners’ priorities

III. Statement on how students will be prepared for service
   A. Description of the activity and goals and objectives and evaluation
   B. Time and effort expectations
   C. Cultural sensitivity
   D. Training for the tasks involved in the service
   E. Safety awareness
   F. Introduction to the work of the community partner.

IV. Statement on how students will connect course content and service

V. Evaluation of the course and achievement of project goals

VI. Plan for sustainability of the faculty/community partnership with your department and with your community partner

Respond to all items requested on the course request forms.

Approved by Council on Academic Affairs, 05/31/07

Courses Approved to Remove Admission Conditions

Requests to include or withdraw courses from the list of courses approved to remove admission conditions should be submitted on the appropriate course request form (New Course Request/Course Change Request Form), and follow the normal course approval process. Justification of the action proposed in terms of course content must be included.
Examination Schedules

The deadline for requesting alternate or common midterm and final examination facilities is always three weeks prior to the opening day of the semester in which the alternate or common examination is to be given. The Scheduling Office will confirm the dates and times for alternate and common midterm and final examinations at least one week prior to the first day of the semester. The Scheduling Office will assign facilities available to requestors in the order in which the requests are received. Room assignments for alternate and common exams will be made after the beginning of the semester, and will be confirmed according to Operating Manual deadlines. The Operating Manual requires that all deviations from the official midterm and final examination schedule be announced during the first week of classes. Therefore, the Scheduling Office will not accept requests for alternate and common midterm and final examinations after the deadline.

Course Requests Which Include Principles of Computing and Computer Programming

Any department or college proposing a new course that includes principles of computing and programming elements will be required to consult with the Department of Computer Science and Engineering to see if CSE has a course that will serve the purpose or can develop such a course. Such courses will be approved only if it can be demonstrated that CSE has been fully consulted and that CSE cannot provide a suitable course.

Normally such courses outside of CSE, if approved, will be approved for a three-year period. After that time they will be re-evaluated to see if CSE has developed an adequate substitute course. If CSE has developed an adequate substitute by that time, then the original course will be canceled. If not, then the original course will become a permanent course.

Approved by the Council on Academic Affairs, 04/04/84

Course Requests Which Include Statistics

Any department or college proposing a new course that includes statistics and statistical methodology will be required to consult with the Department of Statistics to see if Statistics has a course that will serve the purpose or can develop such a course. Such courses will be approved only if it can be demonstrated that Statistics has been fully consulted and that Statistics cannot provide a suitable course.

Normally such courses outside of Statistics, if approved, will be approved for a three-year period. After that time they will be reevaluated to see if Statistics has developed an adequate substitute. If Statistics has developed an adequate substitute by that time, then the original course will be cancelled. If not, then the original course will become a permanent course.

Approved by the Council on Academic Affairs, DATE

Course Requests Which Include Leadership Development

Consult with the Office of Academic Affairs on any courses that include leadership and leadership development before submitting the course request electronically.
Courses Which Include the Environment

Any department or college proposing a new course that includes the environment will be required to consult with the following colleges:

- Biological Sciences
- Business
- Engineering
- Food, Agricultural, and Environmental Sciences
- Law
- Mathematical and Physical Sciences
- Public Health
- Social and Behavioral Sciences

Such courses will only be approved if it can be demonstrated that these units have been fully consulted.

Cross-Listed Courses

Courses to be cross-listed among two or more cooperating academic units should meet satisfactorily the following criteria and procedures established by the Council on Academic Affairs:

I. Proposals for the cross-listing of courses must include the participation of two or more academic units in the conduct, evaluation, and planning of such courses, and the syllabi for such courses will clearly indicate the sections of the course to be taught by the individual cooperating academic units.

II. The courses to be cross-listed must have a clear and direct relationship to the program of several academic units involved.

III. The course description should contain a concise indication of the interdisciplinary nature of the course and its relationship to the work of each of the cooperating academic units.

IV. A cross-listed course may be withdrawn upon the recommendation of a coordinating committee established in I. above. Reference will need to be made to the same issues which established the cross-listing.

Cross-Referenced Courses

An academic unit that wants to cross-reference a course offered by another academic unit should request permission to do so from that academic unit. The request should elaborate the relationship between the course in question and subject matter in the academic unit in which the course will be cross-referenced. Following the approval of cross-referencing by the home academic unit, approval by the college of the academic unit or school requesting cross-referencing should be sought. The request is finally considered by the Office of Academic Affairs. A request to eliminate a cross-reference must follow the same procedures as those establishing such a cross-reference.
Honors Versions of Existing Courses and Honors Courses

I. Limited enrollment to ensure opportunity for student participation and for faculty/staff interchange. The recommended limits are 25 for honors courses and versions of courses and 15 for honors seminars.

II. Participation of regular tenure-track or visiting Ohio State University faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.

III. High expectations for student performance in writing, problem-solving, logical thought, analysis and synthesis, and oral presentation.

IV. Content that will be more challenging than that offered in a similar course that does not carry the honors designation.

V. Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.

VI. Syllabus that clearly presents goals and objectives, assignments, expectations of performance, time tables and deadlines, and basis for grading.

VII. Grading that neither penalizes nor rewards the student because of his honors status. The grades in an honors course are not curved because the class is limited to those of high ability.

VIII. Work load and pace to maintain interest and self-esteem of able students.

VIII. Additional criteria may be established by the colleges.

Procedures for Approval

I. Proposals for honors courses and sections are initiated by academic units or by honors committees of colleges, schools, or campuses.

II. When proposing a new honors course, the requesting academic unit will complete the new course form and provide appropriate documentation.

III. When requesting an honors version of an existing course, the academic unit will prepare a course change form along with both the regular and the honors syllabi, student learning outcomes, and evaluation procedures.

IV. Both types of requests must follow the regular curricular approval process and must include review by the appropriate honors committee. In the review of requests for an honors version of an existing course, the unit's curriculum committee may delegate its approval power to the unit's honors committee.

V. The Office of Academic Affairs will forward the requests to the University Honors Office for review.

Approved by University Honors Council, 07/31/81.
**Prerequisites/Corequisites**

A course **Prerequisite** is any requirement an academic department identifies as essential for a student to complete before taking a course.

A course **Corequisite** is a requirement that must be completed at the same time or prior to the course for which it is required.

A course **Exclusion** is any requirement that an academic department identifies as being prohibited for a student to achieve/complete before taking a course.

Prerequisites should be listed in the following order when in sequence: Home Academic Unit, Other Academic Unit(s), and General Requirements. Only use abbreviations consistent with Course Bulletin Listings/Subject Areas.

Examples:

- Chemistry = Chem
- Materials Science and Engineering = MatScEn
- Women’s, Gender, and Sexuality Studies = WGSSt

Great care must be taken to punctuate and phrase prerequisites correctly to prevent misunderstanding of the requirements.

**Prerequisites** should be listed in the following order when in sequence: Home Academic Unit, Other Academic Unit(s), General Requirements.

Prerequisites/corequisites/exclusions can most often be electronically enforced by SIS. If you have any questions about these, please contact David Schneider from the Office of the University Registrar at schneider.260@osu.edu.

The order of the course requirements, as listed in the prerequisite clause, should be presented in the order in which the different types of prerequisites are presented below. Please reference the examples listed below for further elaboration.

**Prerequisite Formatting Rules**

**HONORS COURSES (including EMBEDDED)**

Course requires enrollment in honors program (e.g., course being submitted is 1101H or 1101E).

Prereq: Honors standing.

**STATED SPECIFIC**

Course has prerequisite in same academic unit (e.g., submitted course has a prerequisite which also comes from course's native department).

Prereq: 1101.

Course has prerequisite in another academic unit (e.g., submitted course is a Chemistry course, and prerequisite is a Materials Science and Engineering course).

Prereq: MatScEn 1101.

Course has prerequisite from same academic unit and other academic unit (e.g., submitted course has prerequisites from the course's native department as well as other departments).
Prereq: 1101, MatScEn 1101, and Math 1150. 

*(Example)* Course requiring enrollment in honors program and requiring course prerequisites. 
Prereq: Honors standing, and 1101, MatScEn 1101, and Math 1150. 

**STATED VARIABLE**

Course has prerequisite(s) from native academic unit. 
Prereq: 1101 or 1102. 

Course has prerequisite(s) from another academic unit. 
Prereq: MatScEn 1101 or 1102. 
Prereq: MatScEn 1101 or 1102, and Math 1150 or 1151. 

*Note: Course numbers which follow a listed subject heading (e.g., MatScEn) are assumed to belong to that subject heading until a new subject heading is listed, at which time the course following the new subject heading belong to that department.* 

Course has prerequisite(s) from native academic unit and other academic unit(s). 
Prereq: 1101, and MatScEn 1101 or 1102, and Math 1150 or 1151. 

**CONCURRENCY**

Course has prerequisite that must be taken during same semester as the course being submitted. 
Concur: 1101. 

Course has both prerequisite(s) and concurrent course(s) (i.e., courses that have both requirements that must have been met before taking the submitted course, as well as courses that must be taken during the same semester as the submitted course). 
Prereq: 1101. Concur: MatScEn 1101. 

Course has prerequisite(s) which may either be taken before the course being submitted is offered (prerequisite) or during the semester that the submitted course is offered (concurrently). 
Prereq or concur: 1101 or MatScEn 1101. 

*(Example)* A course that has strictly prerequisite and concurrent courses required, as well as prerequisites which may be taken either before or during the submitted course's semester of offering. 
Prereq: 1101. Concur: MatScEn 1101. Prereq or concur: Math 1150 or 1151. 

**COURSES WITH QUARTER EQUIVALENTS**

Course has semester prerequisite(s) with direct quarter equivalents, either of which can be used in fulfilling requirements. 
Prereq: MatScEn 1101 (101). 
Prereq: 1101 (101) and 1102 (102), or MatScEn 1101 (101) and 1102 (102), or Chem 2194 (294.51).
CUMULATIVE POINT HOUR RATIO (CPHR)

Note: A cumulative point hour ratio is the cumulative GPA of all work performed at the University, regardless of department. This designation should be used in lieu of GPA when appropriate. Listings of GPA requirements should be reserved for GPAs within a program or a section of courses taken within a subject. Please see next section on GPA.

Course with a cumulative point hour ratio requirement.
Prereq: CPHR 2.0 or above.

(Example) Course with a course prerequisite as well as a CPHR requirement.
Prereq: 1101, and CPHR 2.5 or above.

GPA

Note: Please see CPHR section for a note on difference between CPHR and GPA.

Course with a GPA requirement within major.
Prereq: GPA 3.4 or above in Chem major.

Course with a GPA requirement within a subject.
Prereq: GPA 3.4 or above in all MatScEn courses.

(Example) Course with a course prerequisite, and a CPHR prerequisite, and a GPA requirement within major coursework.
Prereq: MatScEn 1101 (101) or 1102 (102), and CPHR 2.0 or above, and GPA 3.4 or above in all major coursework.

CREDIT HOUR REQUIREMENTS

Course requiring a certain amount of credit hours previously taken in a subject (assumption is that credit hours listed are semester credit hours, unless otherwise specified).
Prereq: 15 cr hrs in English.
Prereq: 15 sem cr hrs or 20 qtr cr hrs in English.

(Example) Course with a course prerequisite, and a CPHR requirement, and a GPA requirement, and a credit hour requirement.
Prereq: English 1110.01 (101.01) or 1102.01 (102.01), and CPHR 2.0 or above, and GPA 3.4 or above in English coursework, and 15 cr hrs in English.

STANDING/ENROLLMENT REQUIREMENTS

The authoritative abbreviations for academic standing are as follows:
Freshman = Fresh
Sophomore = Soph
Junior = Jr
Senior = Sr
Graduate = Grad
Doctoral = Doct

First year standing in a Professional program = 1st yr standing in DVM program.

Second year standing (…)

Course with academic standing requirements.
Prereq: Soph standing.
Prereq: Jr or Sr standing.
Prereq: Jr standing or above.
Prereq: Soph standing or above in MatScEn.

Course with major or program enrollment standing requirements.
Prereq: Enrollment in English major.
Prereq: Enrollment in DVM program.
(Example) Course with a course prerequisite, and a CPHR requirement, and a GPA requirement, and a credit hour requirement, and a standing requirement, and an enrollment requirement in a major.
Prereq: English 1110.01 (101.01) or 1102.01 (102.01), and CPHR 2.0 or above, and GPA 3.4 or above in English coursework, and 15 cr hrs in English, and Soph standing or above, and enrollment in English major.

"OTHER" REQUIREMENTS

Note: This section is meant to contain any unique prerequisites that are not elaborated above. It does not require any specific formatting, except that these prerequisites be outlined in the clause AFTER any prerequisites presented above.
Prereq: Teaching certificate or teaching experience.
Prereq: A degree in Nursing and 3-5 years of experience in the field.

PERMISSION REQUIREMENTS

Course requiring permission of instructor or other individual, written or otherwise, before enrolling in submitted course.
Prereq: Permission of instructor.
Prereq: Permission of instructor or department.
Prereq: Permission of department chairperson.

COMPLEX EXAMPLE

Hypothetical course listed below requires enrollment in Honors program, has course prerequisite and concurrency requirements, requires a minimum CPHR and GPA, has a credit hour requirement, requires a particular level of standing or above, and has a unique requirement. However, all course prerequisites can be substituted by obtaining permission of department or instructor.
Prereq: 1101 (101) or 1102 (102), and MatScEn 1101 (101) or 1102 (102), and CPHR 2.0 or above, and GPA 3.4 or above in Chem coursework, and 15 cr hrs in Chem, and Jr standing or above, and membership in Chemistry Club; or permission of instructor. Concur: Math 1150 or 1151.
EXCLUSIONARY CLAUSE

Course is restricted to students with credit for courses taken in the past. Formatting for equivalent semester and quarter courses remains as it is for prerequisite clauses. Example:

Not open to students with credit for 1101 (101), 1102 (102), MatScEn 1101 (101), or Math 1151.

Course containing both prerequisites and an exclusion.

Prereq: 1101 (101), and 15 cr hrs in Chem, and Soph standing or above. Not open to students with credit for Math 1150 or 1151.

Course Numbering System

A Course Numbering System has been approved for Semesters. For a printable PDF copy, click Course Numbering System in Semesters.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000—1099</td>
<td>UG (Undergraduate) - Non Credit Courses</td>
</tr>
<tr>
<td></td>
<td>Non-credit courses for orientation, remedial, or other non-college-level experiences. These are courses in addition to a program's graduation requirements.</td>
</tr>
<tr>
<td>1100—1999</td>
<td>UG - Introductory Level Undergraduate Courses</td>
</tr>
<tr>
<td></td>
<td>Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.</td>
</tr>
<tr>
<td>2000—2999</td>
<td>UG - Intermediate Level Undergraduate Courses</td>
</tr>
<tr>
<td></td>
<td>Intermediate courses providing undergraduate credit and may be counted toward a major or field of specialization.</td>
</tr>
<tr>
<td>3000—3999</td>
<td>UG - Upper Level Undergraduate Courses</td>
</tr>
<tr>
<td></td>
<td>Upper Level courses providing undergraduate credit that may be counted toward a major or field of specialization.</td>
</tr>
<tr>
<td>4000—4999</td>
<td>UG - Advanced Level Undergraduate Courses</td>
</tr>
<tr>
<td></td>
<td>Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own graduate program.</td>
</tr>
</tbody>
</table>
UG and G (Graduate) - Dual Career Level Courses
Courses that are regularly offered for both graduate credit and undergraduate credit. Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Foundational coursework and research providing graduate or professional credit.

G - Foundational Level Graduate and Professional Courses
Foundational courses and research providing graduate or professional credit.

G - Intermediate Level Graduate and Professional Courses
Intermediate courses and research providing graduate or professional credit.

G - Advanced Level Graduate and Professional Courses
Advanced courses and research providing graduate or professional credit.

Suffixes
- H - Honors Course
- E - Honors Embedded Course
- T - ATI Course
- S - Service Learning Course
  [Service Learning Course Designation Form]

Special/Consistent Course Designations
- X189 - Field Experience & Field Work
- X191 - Internships
- X193 - Individual Studies
- X194 - Group Studies
- X797 - Study at a Foreign Institution
- X798 - Study Tours
- X998 - Research
- X999 - Research for Thesis
- 8999 - Research for Dissertation
- X78Y - Research Principles and Techniques
- X88Y - Interdepartmental Seminars
- X89Y - Colloquia, Workshops, & Special Topics Seminars
- 2367 - GE Second Writing Course
- 2596, 3596 or 4596 - Cross-disciplinary UG Seminar
- 3597 or 4597 - Contemporary World/Capstone Course

**Determining Which Request Type or Form to Use**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Form to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding a course</td>
<td>New Course Request</td>
</tr>
<tr>
<td>Adding a course that has been withdrawn</td>
<td>New Course Request</td>
</tr>
<tr>
<td>Changing the Book 3 Listing or course number</td>
<td>Course Change Request</td>
</tr>
<tr>
<td>Or title level or credit hours or description or semester offering or class time distribution or prerequisite or exclusion or limiting clause or repetition or general information clause</td>
<td></td>
</tr>
<tr>
<td>Changing the course number</td>
<td>Course Change Request</td>
</tr>
<tr>
<td>Changing a generic number to an non-generic number</td>
<td>Course Change Request and Course Withdrawal Requests for decimals</td>
</tr>
<tr>
<td>Dividing one course into two or more courses with one course retaining the existing number and the other courses having new numbers</td>
<td>Course Change Request for existing course; New Course Requests for new courses</td>
</tr>
<tr>
<td>Withdrawing a course</td>
<td>Course Withdrawal Request</td>
</tr>
<tr>
<td>Dividing one course into two or more</td>
<td>Course Withdrawal Request for course not being retained and New Course Requests for new courses</td>
</tr>
<tr>
<td>Combining two or more courses into one course</td>
<td>Course Withdrawal Request for course(s) not being retained and Course Change Request for course being</td>
</tr>
<tr>
<td>Activity</td>
<td>Request Type</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Combining two or more courses into one course with number</td>
<td>Course Withdrawal Request for each existing course</td>
</tr>
<tr>
<td></td>
<td>New Course Request for new course</td>
</tr>
<tr>
<td>Changing from letter grading to S/U grading</td>
<td>Course Change Request</td>
</tr>
<tr>
<td>Changing from S/U grading to letter grading</td>
<td>Course Change Request</td>
</tr>
<tr>
<td>Adding an honors version of an existing course</td>
<td>Course Change Request</td>
</tr>
<tr>
<td>Adding an honors course</td>
<td>New Course Request</td>
</tr>
<tr>
<td>Offering a group studies topic</td>
<td>One Time Offering Request/Group Studies</td>
</tr>
<tr>
<td>Offering an off-campus course</td>
<td>One Time Offering Request /Off Campus</td>
</tr>
<tr>
<td>Offering a course for less than length of term</td>
<td>One Time Offering Request/Flexibly Scheduled</td>
</tr>
<tr>
<td>Offering a study tour</td>
<td>One Time Offering Request/Study Tour</td>
</tr>
<tr>
<td>Offering a workshop topic</td>
<td>OneTime Offering Request/Workshop Request</td>
</tr>
</tbody>
</table>
Course Request Terms (curriculum.osu.edu) and Definitions

**Academic Unit:** Administrative home of course offerings, see Rules 3335-1-05, 3335-3-25 – 3335-3-28, 3335-3-34, 3335-3-36.

**Attachment Details:** In curriculum.osu.edu, attachments of up to 10 MB each can be added to a Course Request to provide additional information.

Acceptable file types are:

- PDF
- Excel
- Word
- Image files (JPEG, GIF, etc.)
- Text and rich-text files

Uploaded File Information will appear in the Uploaded File Info box. It is suggested that you add a description to your file to easily identify it later. You must select the Attachment Type from the drop-down list.

When attaching files to course requests, use the following system for naming the document:

**Syllabus**

- Course#Syllabus
- Example: GEOG100Syllabus.pdf

**Concurrence**

- Course#ConcDepartmentName
- Example: GEOG100ConcPoliSci.pdf

**Cover Letter**

- Course#Cover
- Example: GEOG100Cover.pdf

**Appeal Request** (This attachment to be used post-conversion for courses received in OAA after the published deadline.)

- Course#Appeal
- Example: GEOG100Appeal.pdf

**Book 3 Listing/Registrar’s Listing:** Area of academic study; must be an academic unit, major, or language.

**Circulating Form:** Monthly document listing changes to existing courses, new courses, and course withdrawals.
**Course:** The unit of instruction or research through which the educational program of the University is offered to its students; see Faculty Rule 3335-8-01.

**Course Bulletin**

The following information from the Course Request will be displayed in the Course Bulletin:

**Course Bulletin Listing/Subject Area**

- Level/Career
- Course Number/Catalog
- Course Title
- Course Description
- Semester Credit Hours/Units

If applicable:

- Flexibly Scheduled Course
- Does any section of this course have a distance education component?
- Grading Basis if not Letter Grade (i.e. Satisfactory/Unsatisfactory, Progress - S/U, Progress Letter)
- Repeatable
- Credit Available by Exam
- Admission Condition Course
- Off Campus
- Prerequisites/Corequisites
- Exclusions
- Cross-Listings

**General Education course**

**Course Description:** A Course Description is a series of coherent and grammatically correct phrases, in 250 characters or less, that state the major emphases of the course. If the course is limited to specific semesters of offering this information may also be included (e.g., Autumn only).

**Course Goals/Objectives/Learning Outcomes:** The knowledge, skills, and attitudes/perspectives to be attained by students at time of successful completion of course.

These should be stated to make clear what students will know, be able to do, or the perspective they will acquire in the course experience. The outcomes should align with but not necessarily be identical to any program learning outcomes the course is associated with (e.g., major, general education, graduate degree).
Departments are encouraged to work with their college's curricular associate dean for guidance on how to complete this section. For more information on developing course outcomes and other course design topics, contact the University Center for the Advancement of Teaching for consulting services, workshops, and recommended readings: http://ucat.osu.edu/.

**Course Level:** Indicates kind of instruction taking place in course—U = Undergraduate, G = Graduate, P = Professional, U G = Advanced Undergraduate and Graduate; see Faculty Rule 3335-8-05.

**Course Number:** Digit used to identify various offerings within a Book 3 listing—three digits for a regular number (100) or five digits for a generic course with decimals (100.02); may not be reused for a period of five years if changed to another number, withdrawn, or transferred to another Book 3 listing; may be followed by an asterisk (offered every other year), a dagger (will not be offered this year), or an asterisk and a dagger (offered every other year and will not be offered this year); assigned on basis of University Classification and Course Numbering System, see Faculty Rule 3335-8-05, and "Special Purpose Course Numbers."

**Course Offerings, Regulations for the Control of:** See Faculty Rule 3335-8-17.

**Course Title:** A brief, concise statement of content; may be no longer than two lines of 30 characters each; listed on student's transcript in 18 characters.

**Credit Hours:** The academic value assigned each course, determined on the basis of Faculty Rule 3335-8-24; only officially approved credit hours may be offered for a particular course; may be specific (3), varied (1-4), specific/varied (6, 12, or 18), or arranged (1-18, used for research courses); may vary for decimal subdivisions under the same generic number. Cross-Listed Course: The course offering is available through two or more Course Bulletin Listing/Subject Areas.

Cross-Referenced Course: Offering is available through one Book 3 listing, but referenced in another listing.

**Decimal Subdivisions:** Offerings associated with general areas of academic concern closely related to one another but different enough to merit the assignment of subdivisions under a generic number; treated as separate courses and require the same approval as courses without decimals; may carry semesters of offering, credit, description, etc.; student's permanent record will carry both the generic course number and decimal number for specific reference to the area of study.

**Distance Learning:** If any portion of the formalized instruction is offered at a distance, the course is considered to have a distance learning component.

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes.

**Distribution of Class Time:** Setting in which learning activities take place; determined by course content and number of credit hours; assigned on basis of standards in Faculty Rule 3335-7-24; all courses must have a class time distribution, sample entries: 3 cl. (three 48-minute classes held each week), 3 2-hr cl (three two-hour classes each week), 3 cl, 2 2-hr labs (three 48-minute classes and two two-hour labs each week); see Faculty Rule 3335-8-24.

**Exclusion Clause:** States type of student not eligible to enroll in a course; course numbers listed in exclusion clauses as a result of number changes may be dropped after five years; examples: Not open to students with credit for Biology 100 or 110. Not open to students in revised MBA.
**Flexibly Scheduled Course:** Flexibly Scheduled Course Sections: Flexibly scheduled course sections are all course sections not meeting during the institution's regular academic term as well as all course sections meeting during the regular academic term offered in a substantially different manner than a fixed number of meeting times per week for all weeks of the term. Please see the [Recently Asked Questions page for the FS](#) for guidelines about reporting flex courses. The following types of instruction should not be reported as flexibly scheduled:

- student teaching,
- practicum or internships,
- course sections offered as part of a continuous module format where registration must be closed for all individual components of the module no later than the 15th calendar day of the traditional academic term, and
- course sections offered during an established regular academic term differing from the traditional institutional calendar. For example, all course sections associated with a specific program operating on a semester calendar at an institution that traditionally maintains a quarter calendar.

**General Education course:** Offering which may be used to meet part of the University General Education; not all GE courses are acceptable in all curricula; see Rule 3335-8-07.

For General Education information please see the ASCCAS site:
[http://asccas.osu.edu/curriculum/ge-information](http://asccas.osu.edu/curriculum/ge-information)

On the request form, please indicate the General Education (GE) topic(s) and/or sub-topic to which the course applies.

Note: For topics where there is more than one sub-topic, a course can only be applied to one sub-topic within that topic.

- Writing and Related Skills
  - Level 1
  - Level 2 (367 successors)
- Literature
- Visual and Performing Arts
- Quantitative Reasoning
  - Basic Computational Skills
  - Mathematical or Logical Analysis
- Data Analysis
- Foreign Language
- Natural Science
  - Biological
  - Physical
- Social Science
Individuals and Groups
Organizations and Polities
Human, Natural, and Economic Resources

Historical Study
Culture and Ideas
Diversity

Social Diversity in the United States
Global Studies (International Issues successors)
Cross-Disciplinary Seminar (597 successors and new)
Service-Learning

For Service Learning information please see the Service Learning site:
http://service-learning.osu.edu/request-service-learning-s-designation.html

Education Abroad(new)

Length of Course  14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

May Session courses have specific fiscal and pedagogical implications that should be taken into account.

Limiting Clause: States type of student eligible to enroll in a course; examples: 1st or 2nd yr standing only. Open only to students in aviation-arts and sciences major.

Methods of Evaluation: Measuring tools used by instructor to determine level of student success.

Off Campus:  A course is considered to be “off campus” if instruction is conducted at a location other than The Ohio State University’s academic lands (main and regional campuses). Academic lands refers to facilities owned by the university or to which rent is directly allocated to the course. The term “off campus” does not apply to courses taught online.

Prerequisite: Level of preparation required of students entering a course or program.

Rationale: A brief statement explaining the need and purpose of a course.

Repetition Clause: States the total number of credit hours a particular course may be repeated for credit; if no repetition clause is listed, the course may not be repeated for credit, see Rule3335-8-28..

Semester(s) of Offering: Indicates that part of the university year in which the course will be taught (Su = Summer, Au = Autumn, Wi = Winter, Sp = Spring), see Rule 3335-8-35.

Signatures: Indication of action taken by various reviewing bodies.

Student Learning Outcomes: Knowledge, skills, etc. a student has attained at end of course. Also refer to course goals or learning objectives. (see Rule3335-8-19).

Subject/Classification of Instructional Program (CIP) Code: Codes are designed to reflect the content of individual courses. CIP stands for Classification of Instructional Programs, a federal coding system used to report enrollment to the Ohio Board of Regents and the National Center for Education Statistics.
The lookup link is to a search engine that allows the user to find Subject (CIP) codes based on keywords. Verify that the radio button is set to “Title & Description.” It usually works best if you can reduce your search to a maximum of one or two words. You also may need to change the part of speech of the word (e.g., ecological to ecology). Once you have the list of one or more codes and their descriptions, choose the one that best fits the course. The corresponding six-digit number is the one to use on the form. If you need further assistance, please call Jed Dickhaut at 292-8050.

**Subsidy Level:**

Assigning a subsidy level:

**Undergraduate Levels**

“V” Developmental: this course is below college level.

“G” General Studies: this course is primarily for service in fulfilling a GenEd requirement.

“B” Baccalaureate: this course is designed to fulfill undergraduate major requirements.

“T” Technical: this course is part of an associate degree program (ATI only) and fulfills the technical portion of the curriculum as defined by the Ohio Board of Regents’ program approval standards.

**Graduate and Professional Levels**

“M” Master’s and “D” Doctoral: If your department offers doctoral degree programs, with the possible exception of any that are exclusively for master-level students like thesis research, the graduate courses are coded “D”. If the highest level degree program leads to a master’s degree, the graduate courses will be M. In the medical areas, unless a course is specifically for undergraduates, it should be treated like a graduate course and given a code of D.

“P” Professional: this course leads to a first professional degree offered by the college of law.

**Syllabus:** An outline of a course [http://ucat.osu.edu/bookshelf/teaching-topics/course-preparation/#syllabus](http://ucat.osu.edu/bookshelf/teaching-topics/course-preparation/#syllabus)

**Course Approval Process**

I. Faculty member initiates request.

II. Academic unit curriculum committee reviews and evaluates requests; undergraduate and/or graduate studies committees review request.

III. College curriculum committee reviews and evaluates request (College reviews school requests on fiscal basis only).
IV. Curriculum Committee of the Graduate Council (Graduate School, 250 University Hall, 230 North Oval Mall) reviews and evaluates all course requests involving graduate credit.

V. Office of Academic Affairs (Vice Provost for Academic Programs, 203 Bricker Hall, 190 North Oval Mall) reviews and evaluates request. Approval process stops here for the following requests: Group Studies, Study Tour and Flexibly Scheduled/Off Campus/Workshop Request. All other changes are published on a monthly basis in the Circulating Form.

VI. Academic deans, directors, chairs, college and school secretaries review Circulating Form.

IX. Request is approved.

Approval Process for Courses from the John Glenn School of Public Affairs

I. Faculty member initiates request.

II. Academic unit curriculum committee reviews and evaluates requests; undergraduate and/or graduate studies committees review request.

III. Arts and Sciences Committee on Curriculum and Instruction Interdisciplinary Initiatives Subcommittee (Arts and Sciences Curriculum and Assessment Office, 4132 Smith Laboratory, 174 West 17th Avenue) reviews and evaluates course requests involving undergraduate credit.

IV. Curriculum Committee of the Graduate Council (Graduate School, 250 University Hall, 230 North Oval Mall) reviews and evaluates all course requests involving graduate credit.

V. Office of Academic Affairs (Vice Provost for Academic Programs, 203 Bricker Hall, 190 North Oval Mall) reviews and evaluates request. Approval process stops here for the following requests: Group Studies, Study Tour and Flexibly Scheduled/Off Campus/Workshop Request. All other changes are published on a monthly basis in the Circulating Form.

VI. Academic deans, directors, chairs, college and school secretaries review Circulating Form.

VII. Request is approved.

Approval Process for General Education Courses

After the appropriate college curriculum committee(s) approves the proposed course, the course request should be submitted to the Arts and Sciences Curriculum and Assessment Office. The request will be vetted by an appropriate subcommittee of the A&S Committee on Curriculum and Instruction, which will determine if the proposed course meets the general education criteria (see https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual_2012-13.pdf for operations manual with submission guidelines and criteria). When the course proposal has been approved as a general education offering, the proposal will be forwarded to the Office of Academic Affairs.

The continued approval and maintenance of GE course status will be the responsibility of the ASC Curriculum Committee.

Submission Deadlines for Course Requests
Master Schedule of Classes and Course Bulletin
Effective Term

The Effective Term describes the first term that this request (or change request) can be offered. If you feel there are compelling reasons why a new course or a course change needs to be implemented and the deadline for that has passed (as per below chart), please contact OAA.

<table>
<thead>
<tr>
<th>Course Submission Dates</th>
<th>Course change forms to be included in normal registration for upcoming term, to Registrar by:</th>
<th>*All other forms, to Registrar by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Semester</strong></td>
<td>September 1</td>
<td>December 1</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td>January 1</td>
<td>April 1</td>
</tr>
<tr>
<td><strong>Autumn Semester</strong></td>
<td>February 1</td>
<td>July 1</td>
</tr>
</tbody>
</table>

*Since registration begins shortly after the initial "course change forms" date, classroom assignments will increasingly be set and students actually enrolled in classes. Therefore, after that time departments will need to assume responsibility for locating classroom space and for informing students of substantive changes to courses, including: significant course content changes, credit hours, grading basis, and the addition of new course requisites.

Information that involves new courses, changes to existing courses, or course withdrawals, must be received by the Office of Academic Affairs by the following deadlines in order for the information to be reflected in the Master Schedule for the appropriate semester. These deadlines ensure that all students have the same opportunity to register for all of the courses offered in a given semester.

<table>
<thead>
<tr>
<th>New Course</th>
<th>Course Change</th>
<th>Group Studies</th>
<th>Student window opens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>01/01</td>
<td>01/01</td>
<td>01/01</td>
</tr>
<tr>
<td>Autumn</td>
<td>02/01</td>
<td>02/01</td>
<td>02/01</td>
</tr>
<tr>
<td>Spring</td>
<td>09/01</td>
<td>09/01</td>
<td>09/01</td>
</tr>
</tbody>
</table>

OAA will adjust the effective and offering deadlines to the next applicable semester for all courses received after the deadline. Any request for an exception must be accompanied by a detailed explanation of the special circumstances that warrant acceptance after the published deadline. Attach the request for an exception to the published deadline to the course request in curriculum.osu.edu as a PDF labeled APPEAL.

Delays in submission due department and/or college faculty review do not warrant an exception to the published deadline.
Circulating Form of Changes to Existing Courses, New Courses, and Course Withdrawals

The Circulating Form (http://www.ureg.ohio-state.edu/apps/circform/circform.asp) is sent to all deans, directors, department chairs and college and school secretaries on a monthly basis after the course requests have moved through the usual approval process.

Objections and/or questions concerning course requests appearing on the Circulating Form should be directed to the Office of Academic Affairs and the requesting academic unit by the deadline stated on the form. The Office of Academic Affairs will inform the college secretary and request that the problem be worked out. If there is no resolution within a reasonable length of time, the secretary should inform the Office of Academic Affairs. At that time, the matter will be referred to a subcommittee of the Council on Academic Affairs. The recommendation of the subcommittee will be forwarded to the vice provost for academic programs for a final decision. Such decisions may be appealed to the executive vice president and provost.

The proposed changes will appear in the Circulating Form.

Limbo, Policy for Courses not Taught

It is important that the Master Schedule and Course Bulletin reflect actual curricula being taught at the university. To this end, the Office of Academic Affairs will automatically place in "limbo" all courses that have not been taught for three or more consecutive years (six years for courses offered in alternate years). These courses will be removed from the Course Offering Bulletin, but not formally withdrawn. The Office of Academic Affairs will notify each dean and instructional unit of courses being placed in limbo. Alternatively, the unit may request formal withdrawal of the courses. All requests for withdrawal shall follow the usual curricular approval procedures.

While a course is in "limbo" it may be offered for student scheduling by the appropriate instructional unit. If the offering is successful, i.e., the course is taught, notification to the Office of Academic Affairs will result in reinstatement of the course to the Course Offering Bulletin. Courses in "limbo" that are offered, but not taught, will remain in "limbo". At the end of the course's fifth year (tenth year for courses offered in alternate years) in "limbo" the course will be automatically withdrawn. The dean and instructional unit will be notified of such action.

Approved by the Council on Academic Affairs, 01/04/84.

Book 3 Listings and Abbreviations

For the complete Subject Area/Course Bulletin listings including abbreviations see http://registrar.osu.edu/transfer_credit/tcc_list.asp
Appendix A: Guidelines and Resources for Program Assessment

Guidelines

All programs must:

- have an assessment plan entered into TracDat that includes:
  - learning outcomes appropriate for the program level (e.g., undergraduate/graduate)
  - methods to assess each outcome
  - criteria appropriate for the program level to measure achievement of each outcome
  - timeline for assessing each outcome

Undergraduate and professional programs should consult with their respective college curricular dean(s) for college-specific requirements; graduate programs should consult with the curricular dean of the Graduate School.

Once approved, a program must:

- implement the plan
  - collect evidence of at least one outcome annually and all outcomes within three years
  - involve faculty in regular review of collected information
  - use outcomes information to inform actions to improve learning

- report annually in TracDat
  - update the plan as needed
  - provide summary level information of data collected and actions taken
  - provide a general summary of assessment activities in the program for the year

Details for developing a plan, entering it into the system, and creating reports may be found at:

https://oaa.osu.edu/current-assessment-activities.html

Resources

Institutional Research and Planning (http://oaa.osu.edu/irp/home.php) may be contacted for access to and training for TracDat.

The University Center for the Advancement of Teaching (http://ucat.osu.edu/) may be contacted for individual consultation on developing a plan.

Additional resources may be found under the resource section of the Office of Academic Affairs Assessment Home site: https://oaa.osu.edu/assessment.html.
Appendix B: Ohio Department of Higher Education Guidelines and Procedures for Academic Program Review

Directions for submitting a request for approval of undergraduate degrees/degree programs

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, assistant director for program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a supplement or supplements (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review process.

If the request also requires the approval of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an educator preparation program, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is preferred. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or “flash drive” and then mail the CD or flash drive to our office.
REQUEST FOR APPROVAL
SUBMITTED BY:

(Insert name of institution)

(Insert name of degree/program request)

(Insert date of submission)
**REQUEST**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of submission:</td>
<td></td>
</tr>
<tr>
<td>Name of institution:</td>
<td></td>
</tr>
<tr>
<td>Degree/degree program title:</td>
<td></td>
</tr>
<tr>
<td>Primary institutional contact for the request</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
<td></td>
</tr>
<tr>
<td>Phone number:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td>Delivery sites:</td>
<td><em>(List all sites where the proposed program will be delivered)</em></td>
</tr>
<tr>
<td>Date that the request was approved by the institution’s governing board:</td>
<td><em>(e.g. Board of Trustees, Board of Directors)</em></td>
</tr>
<tr>
<td>Proposed start date:</td>
<td></td>
</tr>
<tr>
<td>Institution’s programs:</td>
<td><em>(e.g., associate, bachelor’s, master’s, doctorate)</em></td>
</tr>
<tr>
<td>Educator Preparation Programs:</td>
<td><em>(Indicate the program request leads to educator preparation licenses or endorsements)</em></td>
</tr>
<tr>
<td>Licensure</td>
<td><strong>Yes/No</strong></td>
</tr>
<tr>
<td>Endorsement</td>
<td><strong>Yes/No</strong></td>
</tr>
</tbody>
</table>
SECTION 1: INTRODUCTION

1.1 Provide a brief summary of the request that will serve as an introduction for the reviewers.

SECTION 2: ACCREDITATION

2.1 Regional accreditation
   • Original date of accreditation:
   • Date of last review:
   • Date of next review:

2.2 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.

2.3 Notification of appropriate agencies
   • Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution’s request for authorization of the new program. Provide documentation of the notification as an appendix item.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement
   • Insert/describe the institution’s mission statement.

3.2 Organizational structure
   • Provide a copy of the institution’s organizational chart as an appendix item.
SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure
- Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

- Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

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

4.2 Program development
- Describe how the proposed program aligns with the institution's mission.

- Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

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

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

4.3 Collaboration with other Ohio institutions
- Indicate whether any USO institutions 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.

- 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.
SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures
- Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.
- Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred:
  - according to the Department of Higher Education’ Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and
  - other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

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

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

SECTION 6: CURRICULUM

6.1 Introduction
- Provide a brief description of the proposed program as it would appear in the institution’s catalog.

6.2 Program goals and objectives
- Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

6.3 Course offerings/descriptions
- Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.
<table>
<thead>
<tr>
<th>Course (name/number)</th>
<th>No. of credit hours (q/s)</th>
<th>Major/Core/Technical</th>
<th>General Education</th>
<th>Elective</th>
<th>OTM, TAG or CT^2 equivalent course</th>
<th>New/Existing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., MTH130: Statistics</td>
<td>e.g., 3s</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>e.g., Existing</td>
</tr>
<tr>
<td>e.g., BUS150: Intro to Management</td>
<td>e.g., 3s</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>e.g., Existing</td>
</tr>
<tr>
<td>e.g., BUS350: Managing Healthcare Facilities</td>
<td>e.g., 3s</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>e.g., New</td>
</tr>
</tbody>
</table>

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

### 6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

<table>
<thead>
<tr>
<th>Time period</th>
<th>Curriculum component</th>
<th>Time period</th>
<th>Curriculum component</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Year 1 Fall Semester</td>
<td>Courses/Activities</td>
<td>e.g., Year 1 Spring Semester</td>
<td>Courses/Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 145: Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS150: Intro to Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY100: Intro to Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 130: Statistics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g., Year 2 Fall Semester</td>
<td>Courses/Activities</td>
<td>e.g., Year 2 Spring Semester</td>
<td>Courses/Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- **an online course** is one in which most (80+% of) the content is delivered online, typically without face-to-face meetings;
- **a hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- **a flexible or accelerated program** includes courses that do not meet during the institution’s regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.5 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment
7.2 Measuring student success

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
  - Name of the unit/position responsible for directing assessment efforts;
  - Description of any committees or groups that assist the unit;
  - Description of the measurements used;
  - Frequency of data collection;
  - Frequency of data sharing; and
  - How the results are used to inform the institution and the program.

- Name of the unit/position responsible for directing these efforts;
- Description of any committees or groups that assist the unit;
- Description of the measurements used;
- Frequency of data collection;
- Frequency of data sharing;
- How the results are used to inform the student as they progress through the program; and
- Initiatives used to track student success after program completion.

SECTION 8: FACULTY

8.1 Faculty appointment policies

- Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

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

- Describe the institution's load/overload policy for faculty teaching in the proposed program.

- Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

8.2 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:
8.3 Expectations for professional development/scholarship

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

8.4 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 the curriculum. 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 faculty member’s CV must be included as an appendix item.

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Rank or Title</th>
<th>Full-Time or Part-Time</th>
<th>Degree Titles, Institution, Year</th>
<th>Years of Teaching Experience in the Discipline/Field (e.g., licenses, certification, if applicable)</th>
<th>Additional Expertise in the Discipline/Field</th>
<th>Title of the Course(s) This Individual Will Teach in the Proposed Program</th>
<th>Number of Courses this Individual will Teach Per Year at All Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., John Smith</td>
<td>e.g., Professor, Assistant Professor, Lecturer, etc.</td>
<td>FT or PT</td>
<td>e.g., M.S., Mathematics, ABC University, 1990</td>
<td>e.g., 6</td>
<td>e.g., MTH120: College Algebra MTH148: Analytic Geometry</td>
<td>e.g., ENG 100: English Composition I, English Composition II</td>
<td>e.g., 7</td>
</tr>
<tr>
<td>Open Position</td>
<td>e.g., Professor, Assistant Professor, Lecturer, etc.</td>
<td>FT or PT</td>
<td>e.g., Master’s in English required</td>
<td>e.g., 3 years minimum</td>
<td>e.g., ENG 100: English Composition I, English Composition II</td>
<td>e.g., ENG 100: English Composition I, English Composition II</td>
<td>e.g., 4</td>
</tr>
</tbody>
</table>
SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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

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

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

9.2 Information literacy

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

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

10.2 Budget/financial planning

Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.
### Fiscal Impact Statement for New Degree Programs

<table>
<thead>
<tr>
<th>I. Projected Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head-count full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head-count part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time Equivalent (FTE) enrollment</td>
<td></td>
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<table>
<thead>
<tr>
<th>II. Projected Program Income</th>
<th></th>
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<tbody>
<tr>
<td>Tuition (paid by student or sponsor)</td>
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<tr>
<td>Expected state subsidy</td>
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<tr>
<td>Externally funded stipends, as applicable</td>
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<tr>
<td>Other income (if applicable, describe in narrative section below)</td>
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</table>

**Total Projected Program Income**

<table>
<thead>
<tr>
<th>III. Program Expenses</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Personnel</td>
<td></td>
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<tr>
<td>• Instruction (technical, professional and general education)</td>
<td></td>
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<tr>
<td>Full _______</td>
<td></td>
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<tr>
<td>Part Time _______</td>
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<td>• Non-instruction (indicate role(s) in narrative section below)</td>
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<tr>
<td>Full _______</td>
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<tr>
<td>Part time _______</td>
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<tr>
<td>New facilities/building/space renovation</td>
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<td>(if applicable, describe in narrative section below)</td>
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<tr>
<td>Scholarship/stipend support (if applicable, describe in narrative section below)</td>
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<tr>
<td>Additional library resources (if applicable, describe in narrative section below)</td>
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<tr>
<td>Additional technology or equipment needs</td>
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<td>(if applicable, describe in narrative section below)</td>
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<tr>
<td>Other expenses (if applicable, describe in narrative section below)</td>
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</table>

**Total Projected Expense**

**Budget Narrative:**

*Use narrative to provide additional information as needed based on responses above.*
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:**

- Results of recent accreditation reviews
- Organizational Chart
- Faculty/student handbooks (or link)
- Current catalog (or link)
- Other items as directed in the supplemental forms (if submitted)

<table>
<thead>
<tr>
<th>Appendix Name</th>
<th>Description</th>
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Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances 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.

Verification and Signature

(Insert name of the institution) verifies that the information in the application is truthful and accurate.

Signature of the Chief Presiding Officer or the Chief Academic Officer

(Insert name and title of the chief presiding or chief academic officer)
Appendix C. Review and approval of Graduate Degree Programs

CCGS Guidelines and Procedures
Ohio Department of Higher Education
CHANCELLOR’S COUNCIL ON GRADUATE STUDIES
Guidelines and Procedures for Review and approval
of
Graduate Degree Programs

Appendix D: Course and Program Templates

https://curriculum.osu.edu