

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

Dear Tom,

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

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

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

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

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

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

Sincerely,
Brian

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

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

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

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

Subject: CIVICLL major proposal

Dear Brian:

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

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

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

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



THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Brian Schoen, Associate Director
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January 17, 2026

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

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

Dear Randy Smith,

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

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

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

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

Sincerely,

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

Attachments:
Proposal
Curriculum Map
Sample Schedule
(Advising Sheet—later)
(Letters of Support)

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Bachelor of Arts in Civics, Law and Leadership

Section I: General Information

I.A. Proposal type:

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

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

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

I.D. Proposed implementation date

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

I.E. Delivery method: In-person

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

Section II: Rationale and Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Program Goals and Expected Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Public Leadership Programs in Ohio

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

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

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

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

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

Similar Majors at Other Institutions

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

Private Institutions

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

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

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

Public Institutions

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

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

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

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

The Chase Center

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

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

Section III. Relationship to Other Ohio State Programs

Other Programs in the Administrating Academic Unit(s)

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

Other Programs at Ohio State

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

- A. HISTORY (BA, College of Arts and Sciences). The CIVICLL major complements HISTORY’s programmatic offerings while remaining distinct from them, for reasons implied by a simple contrast between the mission statement for the Chase Center, and the course requirements for the HISTORY major. The Chase Center’s mission statement directs us to teach “the historical ideas, traditions, and texts that have shaped the American constitutional order and society”; HISTORY’s major requires students to “develop a program that includes chronological and geographic breadth” including 12 credit hours in a geographic or thematic concentration, none of which is precisely focused on “the American constitutional order and society” (the closest analogue is a geographic concentration on “North America”). Moreover, the requirements for the HISTORY major include at least 2 courses “focusing chronologically on the period before 1750,” and 2 courses “focusing primarily on East Asia, Africa, Latin America, the Middle East, Central Asia, and South Asia.” As a result, a student who pursued a HISTORY major and the proposed CIVICLL major would be pursuing a substantially different curriculum. And while a student might take a course taught by a historian in Chase’s proposed major, the courses on the books for the major are all self-consciously interdisciplinary, incorporating scholarship from fields including Political Science, Law, and Philosophy. Such interdisciplinarity distinguishes the CIVICLL curriculum from its HISTORY counterpart. Students pursuing the proposed major can count a select number of credits from HISTORY towards a CIVICLL major, but the substantive and disciplinary design of the degrees, including the broader methodological training, remain distinct.

- B. LAW AND PUBLIC POLICY (Minor, John Glenn College of Public Affairs and Moritz College of Law). The Law and Public Policy minor exposes students to law in a variety of domains. The proposed major differs in two key respects. First, the proposed major takes as foundational constitutional law (in keeping with our statutory mandate), whereas the Glenn/Moritz minor takes public policy as foundational. The “public sector perspective on law” offered by the Glenn/Moritz minor is valuable, but not prioritized by the curriculum for the proposed major. This is clear from a comparison of the learning objectives for our programs. The Glenn/Moritz objectives foreground practical, vocational applications of law in *public policy* (e.g., “Identify the legal basis for the practice of public affairs”; “Develop skills both as a professional and as a citizen to participate in the development and implementation of public law and policy”). The objectives for the proposed major foreground reflection on the historical sources and contested questions of a common *constitutional culture* (e.g., “understand and critically evaluate the primary and secondary sources necessary to appreciate the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life”).

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

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

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

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

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

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

- E. PHILOSOPHY (B.A., College of Arts and Sciences). Students in the proposed major stand to benefit from the disciplinary lens of PHILOSOPHY without replicating its curriculum. The course requirements for the PHILOSOPHY major begin with general philosophy methods courses (“Introduction to Logic,” “Introduction to Logic and Legal Reasoning”) that are not duplicated anywhere in the curriculum for the proposed major (although a student who had taken the introductory courses from PHILOSOPHY could apply their methods to intermediate-level courses offered within the proposed major). PHILOSOPHY students are also required to select courses from a history of philosophy sequence which is taught at that intermediate level (a related sequence is taught in POLITSC at the upper level). The proposed major does not propose a parallel course sequence, though the sequences in PHILOSOPHY or POLITSC may constitute useful background for students in our courses. PHILOSOPHY students are also required to select from several “topics” courses, some of which we would be pleased to include in the proposed major (or vice versa), but none of which are individually duplicative. In sum: we see the proposed major as a testament to the broad applicability of the PHILOSOPHY curriculum, rather than as replicating it.
- F. PHILOSOPHY, POLITICS, AND ECONOMICS (B.A., College of Arts and Sciences). The proposed major shares with the PPE program an interdisciplinary slate of course offerings, with particular interest in the disciplines of Philosophy, Political Science, and Economics. However, our approach is distinguished at each curricular level, as follows. At the level of *Foundations*, PPE requires students to take introductory courses in two categories that are not currently part of the proposed major’s curriculum at all (Formal Reasoning, Normative Reasoning), as well as selecting from courses in Economics that are not required for the proposed major. At the level of *Core Courses*, the PPE requirements entail coursework focused on general dilemmas of social and political life (e.g., communal versus individual conceptions of human nature; tradition versus progress; the proposed major’s required courses focus on a historical survey of experiments with self-government that informed the American founders, and an examination of debates from the Founding and Reconstruction eras that have played out in constitutional debates throughout American history. At the level of *Concentrations*, PPE offers three options that do not correspond to the proposed major’s concentrations at all (Choice and Behavior; Justice and Moral Reasoning; Global Cooperation and Conflict), and one that does so only in part (Law, Policy, and Governance). Yet this latter concentration draws heavily on courses from Political Science which are distinct from the proposed major’s offerings (as detailed below). In sum: both the proposed major and PPE can appeal to students interested in an interdisciplinary program of study, but how those disciplines are drawn on and connected varies greatly between our programs.
- G. PUBLIC MANAGEMENT, LEADERSHIP, AND POLICY (B.A., John Glenn College of Public Affairs). The proposed major shares with the Glenn College’s program in Public Management, Leadership, and Policy an interest in preparing students for careers in public policy and public

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

- H. PUBLIC POLICY ANALYSIS (B.S., John Glenn College of Public Affairs). The proposed major shares with Glenn College’s program in Public Policy Analysis an interest in preparing students for careers in public policy and public service. That said, a substantially different training is provided by each program: the Glenn College major is a Bachelor of Science which prepares students to “use data to solve pressing societal problems” and, accordingly, its core curriculum emphasizes quantitative methods, models of management and decision-making from the contemporary social sciences, and public policy writing and analysis. These skills are all touched on in courses for the proposed major, but they are not the focal point of the curriculum, which is weighted much more towards foundational primary texts, historical case studies, and normative reasoning (and thus issues in a Bachelor of Arts). As a result, we see the Public Policy Analysis major as promising ground for a dual degree with the proposed major, rather than being in conflict.
- I. POLITICAL SCIENCE (B.A., College of Arts and Sciences). It is reasonable to expect that students might share a substantive interest in the curriculum for the proposed major and the POLITSC major. However, the pathways for pursuing those interests vary significantly between the two programs. POLITSC requires students to take courses in the major sub-fields of Political Science, at least two of which (Comparative Politics and International Relations) fall well outside of the ambit of the proposed major. American Politics is a shared area of emphasis, but POLITSC course offerings stress “political behavior and institutions,” while the proposed major draws on social science scholarship without requiring it (and, where assigned, is as likely to utilize literature from Economics or Sociology as Political Science). The proposed major’s emphasis on foundational primary texts shares more with the sub-field of Political Theory, but it does not replicate POLITSC’s sequence of courses in the history of political thought (which students enrolled in the proposed major might well benefit from). Similarly, students enrolled in the proposed major might benefit from POLITSC’s course offerings in Data Literacy and Data Visualization, or Data Analysis. In short, we see the proposed major and POLITSC as providing students with mutually beneficial tools but applied to different areas of substantive focus. This is reflected in the fact that we make no effort to reproduce POLITSC’s foundational courses in the various sub-fields (or in more specific areas such as Data Analysis or Constitutional Law). As a result, students enrolled in the proposed major can benefit from foundational course offerings in both fields without replicating more advanced-level coursework.

Relationship to Other Institutions

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

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

Consultants or Advisory Committees

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

Section IV. Student Enrollment

Recruitment and Admission

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

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

Anticipated Enrollment

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

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

Projected Major Enrollments:

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

Curriculum, Student Success and Advising

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

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

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

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

Section V. Curricular Requirements

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

Major Curriculum Plan

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

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

Other Requirements:

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

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

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

Other Major Requirements and Rules:

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

Only three hours may be taken in x193 courses.

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

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

See Appendix A for a more detailed curricular map.

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

Required Credits in Other Departments

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

Elective Credits in Other Departments

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

Online/Distance Components

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

Section VI. Program Assessment Plan

The CIVICLL programmatic learning outcomes are as follows:

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

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

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

Indirect Measures

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

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

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

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

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

Direct Measures

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

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

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

Assessment Process and Improvement Mechanisms

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

Section VII. Program Faculty

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

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

8.2 Current Faculty

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

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

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

Additional Faculty

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

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

Section VIII. Specialized Professional Accreditation

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

Section IX. Program Description

Drafted Catalog Description: Civics, Law and Leadership

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

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

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

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

Section X. Program Funding

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

Section XI. Facilities and Equipment Requirements

Existing Facilities/Equipment

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

Additional University Resources

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

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

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

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

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

Classrooms

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

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

Other Special Facilities

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

Appendices

Appendix A. Curriculum Map

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

The NACE competencies are as follows:

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

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

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

Civics Law and Leadership (CIVICLL) Courses and Curricular Map

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

Courses (Credit Hour)	Status	Program Learning Objective					Course Description
		1	2	3	4	5	
Foundational Courses							
CIVICLL 2110: American Creeds and Conflicts (3); GE Foundations: Social and Behavioral Sciences;	GE-F Civic Literacy	B	B	B			This course surveys how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an “electric cord” uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community? Students will compare answers from political leaders, constitutional theorists, and social scientists.
CIVICLL 2120: American Civic Traditions (3); GE Foundations: Historical and Cultural Studies	GE-F Civic Literacy	B	B	B			This course surveys the development of the American civic tradition, focusing on Alexis de Tocqueville's classic study "Democracy in America," in conversation with humanists, social scientists, and public policy practitioners who engaged key concepts from Tocqueville's work at different stages of American history. Students will consider competing cultural sources for the strengths of American democracy.

CIVICLL Bachelor of Arts Curriculum Map:

* indicates a course is out for consultation/concurrence

+ indicates a course is in development

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

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

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

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

II. Distribution Requirement (3 courses: 9 hours)

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

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

III. Specialization Requirement (2 courses: 6 hours)

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

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

IV. Elective Courses (2 courses: 6 hours)

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

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

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

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

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

Course Classifications for Distribution and Specialization Requirements.

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

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

A. American Civic Life

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

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

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

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

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

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

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

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

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

B. American Constitutionalism

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

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

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

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

C. American Leadership

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

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

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

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

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

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

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

Appendix C. Advising Sheet

Will bring completed after curriculum map is finalized after concurrence

Appendix D. Concurrence

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

Hi, Randy and Katie,

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

Thank you,

Anne



Anne E. Ralph

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

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

All,

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

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

Thanks.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

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

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

Tasha



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

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

Hi Tasha,

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

Thanks!

Dustin



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

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

614-688-3891 Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.

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

Hi Dusty,

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

Thanks,
Ann

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

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

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

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

Let me know if you are okay with the edit.

Thanks,

Ann

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

Associate Professor, Educational Policy

Department of Educational Studies

College of Education and Human Ecology

The Ohio State University

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

[614-292-0289](tel:614-292-0289)

Allen.952@osu.edu

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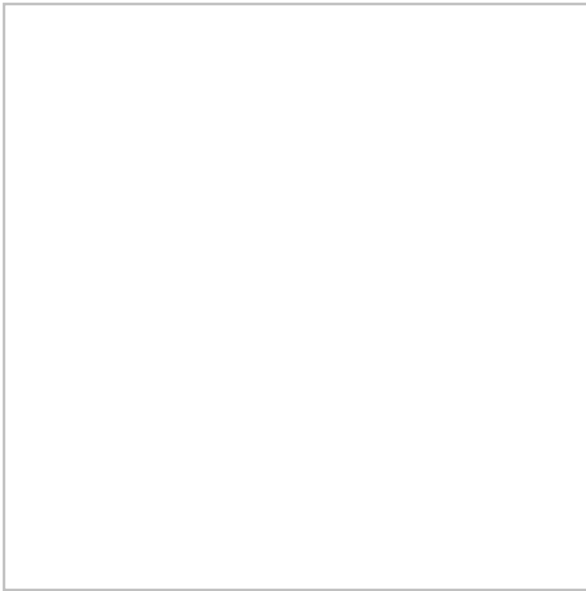
From: McMillian, Rhodesia <mcmillian.27@osu.edu>

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

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

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

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



Rhodesia McMillian, Ph.D.

Assistant Professor of Education Policy

College of Education and Human Ecology

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

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

Mcmillian.27@osu.edu



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



[Policy Research Fellow](#)

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

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

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

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

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

Schedule a meeting with me [HERE](#)

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

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

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

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

Thanks, Yvonne.

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

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

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

Best,
Ann

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

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

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

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

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

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

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

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

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

understanding, civil debate, and civic leadership.

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

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

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

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

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

Hi All,

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

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

Thanks,
Ann

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

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

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

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

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

Hello all:

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

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

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

Stay warm!

Dusty



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

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

[614-688-3891](tel:614-688-3891) Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.

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

All,

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

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

Thanks.

Randy

The Ohio State University



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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

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

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

Summary of Concerns

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

Lack of Syllabi and Curricular Detail

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

Vague and Aspirational Language

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

Unsupported Claims and Lack of Peer-Reviewed Evidence

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

Overlap with Existing Programs

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

Methodological Ambiguity

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

Faculty Capacity and Program Delivery

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

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

Assessment and Learning Outcomes

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

Concurrence Response

To: Council on Academic Affairs

From: Education Policy

Date: February 5, 2026

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

Introduction

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

Summary of Concerns

Our concerns fall into the following categories:

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

Specific Page-Referenced Issues

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

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

Conclusion

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



February 13, 2026

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

Dear Randy:

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

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

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

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



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

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

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

Sincerely,

Robert T. Greenbaum,
Professor

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

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

Best
Andrew



Andrew W. Martin

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

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

Andrew,

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

Thanks,
Katie

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

Hi Randy

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

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

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

114 University Hall, 230 North Oval Mall

Columbus, OH 43210

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martin.1026@osu.edu

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

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

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

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

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

Hi Randy,

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

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

Please find attached our more formal letter.

Sincerely,

Rob



Robert T. Greenbaum

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

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

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

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

Tasha



Anastasia R. Snyder
Associate Dean for Faculty Affairs
College of Education and Human Ecology
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Office: 614-688-4169 / Cell: 614-256-8959

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

Hi Tasha,

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

Thanks!

Dustin



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

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

614-688-3891 Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.

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

Hi Dusty,

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

Thanks,
Ann

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

[614-292-0289](tel:614-292-0289)

Allen.952@osu.edu

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

Sent: Thursday, February 5, 2026 3:54 PM

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

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

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

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

Let me know if you are okay with the edit.

Thanks,

Ann

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

Associate Professor, Educational Policy

Department of Educational Studies

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The Ohio State University

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Allen.952@osu.edu

--

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

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

To: Allen, Ann <allen.952@osu.edu>, Goddard, Yvonne <goddard.21@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan

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

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

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



Rhodesia McMillian, Ph.D.

Assistant Professor of Education Policy

College of Education and Human Ecology

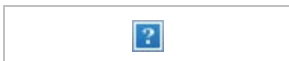
310 Ramseyer Hall | 29 West Woodruff Ave. | Columbus, Ohio 43210

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

Mcmillian.27@osu.edu



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[Policy Research Fellow](#)

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

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

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

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

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

Schedule a meeting with me [HERE](#)

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

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

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

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

Thanks, Yvonne.

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

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

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

Best,
Ann

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Hi All,

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

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

Thanks,
Ann

Ann Allen, Ph.D.
Associate Professor, Educational Policy
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The Ohio State University
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Columbus, OH 43209
[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

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

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

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

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

Hello all:

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

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

Stay warm!

Dusty



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

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miller.1534@osu.edu

Buckeyes consider the environment before printing.

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

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

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

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

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

All,

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

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

Thanks.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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

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

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

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



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

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

Dear colleagues,

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

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

Overview of concerns:

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

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

Further explanation of concerns:

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

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

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

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

Sincerely,

Ashley Hope Pérez



Ashley Hope Pérez (she/her/hers)

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

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

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

Non-Fiction

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

Novels

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

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

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

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

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

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

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

Subject: RE: Communication regarding CIVICLL Major Submission

Hi Ashley

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

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

Best

Andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

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martin.1026@osu.edu

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

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

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

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

Subject: Communication regarding CIVICLL Major Submission

Hi Andrew,

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

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

With that in mind, I have three quick requests:

(1) Would you be willing to resend the request to evaluate the CIVICLL major to the relevant Directors of Undergraduate Studies (in addition to department chairs), so the undergraduate committees receive it directly?

(2) Would it be possible for the Comparative Studies Undergraduate Committee--and any other departments' committees that may have had delays in receiving the concurrence request--to have until Friday, Feb. 13 to review the proposal and share feedback?

(3) Going forward, could we standardize distribution so concurrence requests go to DUGS/undergraduate committee contacts as well as department chairs?

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

Sincerely,
Ashley



Ashley Hope Pérez (she/her/hers)

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

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

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

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

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

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

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

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

Subject: Fw: CIVICLL Major Submission

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

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

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

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

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

Subject: FW: CIVICLL Major Submission

Hello

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

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

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

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology
114 University Hall, 230 North Oval Mall

Columbus, OH 43210
614-247-6641 Office

martin.1026@osu.edu