

COUNCIL ON ACADEMIC AFFAIRS

4140 University Square South

March 25, 2026

3-5 PM

MINUTES

Attendance

Faculty:

- Dr. Ann Allen (Department of Educational Studies)
- ✓ Dr. Wendy Bowles (College of Nursing)
- ✓ Dr. Gary Gao (OSU Extension)
- ✓ Dr. Samantha Herrmann (Department of Evolution, Ecology, and Organismal Biology)
- ✓ Dr. Neal Hooker (John Glenn College of Public Affairs)
- ✓ Dr. Albert Isaacs (Department of Neurosurgery)
- ✓ Dr. Russell Marzette (Department of Mechanical and Aerospace Engineering)
- ✓ Dr. Thomas Nelson (Department of Political Science)
- ✓ Dr. Eugenia Romero (Department of Spanish and Portuguese)
- ✓ Dr. Sue Sutherland (Department of Human Sciences)
- ✓ Dr. Valarie Williams (Department of Dance)

Staff:

- ✓ Ms. Ericka Gunn (University Exploration)

Students:

- ✓ Mr. Angad Dhillon (IPC, Medicine)
- ✓ Mr. Andrew Miles (CGS, Plant Pathology)
- Ms. Mykenna Roy (USG, Biology)
- Mr. Nathan Snizik (USG, International Studies)
- Mr. Andy Vance (CGS, Agricultural Communication, Education, and Leadership)

Administrator:

- ✓ Dr. W. Randy Smith (Office of Academic Affairs), Vice Chair

Guests:

- Dr. Anika Anthony (Drake Institute for Teaching and Learning)
- Dr. Donna Bobbitt-Zeher (OSU Marion)
- Dr. Naomi Brenner (Department of Near Eastern and South Asian Languages and Cultures)
- Dr. Kristy Browning (College of Nursing)
- Ms. Leslie Callihan (College of Engineering)
- Ms. Lisa Duffy (Office of the University Registrar)
- Mr. Jeremy Fortier (Chase Center for Civics, Culture, and Society)
- Dr. Cody Grabbe (Undergraduate Admissions)

Dr. Rob Greenbaum (John Glenn College of Public Affairs)
Dr. Rob Griffiths (Office of Academic Affairs)
Dr. Theresa Hazelwood (College of Social Work)
Mr. Ryan Hunt (Office of the University Registrar)
Ms. Lisa Kowalsky (Graduate School)
Dr. Sarah Lang (Department of Human Sciences)
Dr. Andrew Martin (College of Arts and Sciences)
Ms. Cory Matyas (College of Engineering)
Dr. Maria Mirti (Graduate School)
Mr. David Roy (Undergraduate Admissions)
Dr. Brian Schoen (Chase Center for Civics, Culture, and Society)
Dr. Bernadette Vankeerbergen (College of Arts and Sciences)

The meeting came to order at 3:01 PM

COMMENTS FROM THE CHAIR – PROFESSOR SUE SUTHERLAND

The proposal to re-establish the Department of Aviation was on the agenda of the Faculty Council meeting on March 5, 2026, and the agenda of the Steering Committee meeting on March 12, 2026. Sutherland reported that there were good discussions at both meetings, including questions about the Department's interactions with the United States Air Force and Wright-Patterson Air Force Base.

COMMENTS FROM THE VICE CHAIR – PROFESSOR W. RANDY SMITH

Smith attended the annual Higher Learning Commission (HLC) Conference in Chicago, IL on March 21-22, 2026. He has organized an HLC Coordinating Committee for the University's upcoming decennial re-accreditation review in March 2027.

Smith will ask the General Education (GE) Review Committee to look at how to deliver the State's new teaching topics (including artificial intelligence, entrepreneurship) in the GE.

Griffiths and Smith continue to meet with groups to discuss workforce development. They have recently met with individuals from the Columbus Chamber, EAB (Education Advisory Board), MORPC (Mid-Ohio Regional Planning Commission), and JobsOhio.

Programs recently had site visits from the Accreditation for Construction Education (ACCE) and the American Psychological Association (APA).

The University continues to search for a new Vice Provost for Strategic Enrollment Management.

The April meeting agendas will be quite full as the Council has received a large number of proposals this semester.

Smith's office will be in touch soon to schedule a May meeting of this Council.

INFORMATIONAL ITEMS – DR. ROBERT GRIFFITHS

- **Addition to ASC BA requirement – College of Arts and Sciences**

The College of Arts and Sciences added to its requirement for the Bachelor of Arts (BA) degree. Students completing the BA will now be required to complete an additional 3-credit hour course within the same GEN Foundation category as a student takes for their civics literacy requirement to successfully complete a Bachelor of Arts degree awarded by the College. This change ensures the BA degree aligns with the Ohio Department of Higher Education expectations that the BA degree has a distinctive requirement

The Council did not have any questions or concerns.

- **Update to the degree audit requirements for the Economics majors – College of Arts and Sciences**

The Department of Economics updated its degree audit requirements for the Economics major, expanding both the number and breadth of its 5000-level elective offerings since the original determination of courses satisfying the Embedded Literacy requirement (Technology). 10 economics courses now meet the technology embedded literacy requirement (up from 3) affecting both the Economics Bachelor of Arts and the Bachelor of Science degrees.

The Council did not have any questions or concerns.

- **Update to the PhD in Health and Rehabilitation Sciences – College of Medicine**

The School of Health and Rehabilitation Sciences updated its PhD in Health and Rehabilitation Sciences. Educational Studies, Educational Psychology 7403 and 7404 have been removed from the program as the learning outcomes are met by other degree requirements in the practicum, research, or cognate areas. Previously, students needed to choose one of these two courses as part of the core. Thus, core courses are reduced from 19 credit hours to 16 credit hours.

The Council did not have any questions or concerns.

- **Update to Embedded Writing Literacy Requirement for the Bachelor of Science in Pharmaceutical Sciences program – College of Pharmacy**

The College of Pharmacy updated its Embedded Literacy writing requirement for the Bachelor of Science in Pharmaceutical Sciences, having Pharmacy 3110 (Drugs, Data, and Discourse) serve as the embedded writing literacy program requirement. Pharmacy 2367.01 and .02 will no longer fulfill that function.

The Council did not have any questions or concerns.

- **Change to the Master of Executive Health Administration – College of Public Health**

The Master of Executive Health Administration (EMHA) was approved as a new program by the Council on Academic Affairs. However, after Ohio Department of Higher Education review, it was deemed to have too much overlap with the existing Master of Health Administration (MHA). Therefore, the degree was endorsed to be a new track within the existing MHA during the February 27, 2026 Chancellor's Council on Graduate Studies meeting. The College of Public Health agrees to move forward with this revision.

The Council did not have any questions or concerns.

PROPOSALS FROM SUBCOMMITTEE A – PROFESSORS TOM NELSON, ANN ALLEN, AND ALBERT ISAACS; MS. MYKENNA ROY AND MR. NATHAN SNIZIK

- **Proposal to establish a Civics, Law and Leadership Major – Chase Center for Civics, Culture, and Society**

Guests: Jeremy Fortier, Assistant Director, Chase Center for Civics, Culture, and Society; Brian Schoen, Associate Director, Chase Center for Civics, Culture, and Society

The Chase Center for Civics, Culture, and Society proposes to establish a Civics, Law and Leadership major leading to the Bachelor of Arts.

The major will prepare 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 American constitutional and civic traditions. Through close study of primary sources, interpretive scholarship, and historically-grounded case studies, students will develop the intellectual habits, ethical dispositions, and practical skills essential for self-government and civic leadership.

The major will consist of 33 credit hours: two required core courses, three required distribution courses, two specialization courses, two required civic application courses, and a minimum of six credit hours of open electives. Courses are predominately offered in person.

The development of civics as a distinctive curricular and institutional space has gained substantial headway over the past five years. The State of Ohio has made Civic Education a priority as evidenced by the creation of four other civic centers at public institutions (University of Toledo, Miami University, Wright State University, and Cleveland State University). The University of Toledo is working on an undergraduate major while the other universities are working on minors. Outside of Ohio, there are Civic Education programs at high-profile private and public universities.

While it is difficult to anticipate enrollment as a new unit, Chase projects an initial enrollment of about 30 majors.

An assessment plan was provided. Nelson commented that Subcommittee A felt that the assessment plan was a bit ambitious and expressed concern that the Chase Center would be able to follow it. Schoen thanked Nelson for that feedback and agreed that the plan may be too ambitious.

Subcommittee A also had concerns about redundancy but noted that concurrence was received from all units except for the Department of Comparative Studies. Schoen added that—in addition to the program receiving concurrence—all courses have received concurrence.

Nelson shared that the Subcommittee would have liked to have seen syllabi. Smith clarified that course syllabi are not required for program proposals and are often not included. He added that syllabi were provided when requested during the concurrence process.

The Council asked where the Chase Center envisions graduates to work. Schoen replied that the major will prepare graduates for work in local and state government, not-for-profit organizations, and to be civic leaders in any field. There is a particular need for leadership at the local level.

The Council asked if there are any plans for internships and/or experiential learning opportunities? Fortier replied that the Chase Center plans to offer such programming, though Chase does not necessarily want to make those a requirement. Schoen added that Chase is still relatively new and is still developing curriculum.

The Council asked why the major is relying on the capstone to complete the Writing Embedded Literacy (EL) as it seems late in student's experience. Schoen replied that writing will be part of core courses. He added that Chase is considering developing a 2000-level Writing EL course. In addition, many Chase faculty want to incorporate writing into their courses.

The Council remarked that student interest in an area does not equal commitment. Chase may need to help students find the major.

The Council asked if Chase has enough courses in the catalog for a student to successfully complete the major. Fortier responded that there are approximately 26 courses that are approved with several others in development.

The Council asked if there is enough of a budget if it takes a while for enrollments to grow. Schoen replied in the affirmative, adding that the State has guaranteed a two-year budget plus significant reserves. Chase has also been successful with grant applications.

The Council expressed concern that the proposal was not fully formed with some details needing finalized (i.e., details of the capstone) and unenthusiastic support from units. Anika Anthony, Director of the Drake Institute for Teaching and Learning, clarified to the group that the Chase Center worked closely with her office on developing the capstone as well as the portfolio requirement. She stated that their approach is similar to other units. Smith reminded the Council that the Chase Center is a new unit and is learning university processes as well as developing relationships with other units. He added that it is not fair to hold the Chase Center to a different standard than other programs.

Sutherland moved approval of the recommendation; it was approved with one abstention and two opposed.

Smith remarked that this was an important vote. The proposal will now be sent to the Ohio Department of Higher Education for review and approval.

PROPOSALS FROM SUBCOMMITTEE D – PROFESSORS SUE SUTHERLAND AND W. RANDY SMITH

- **Proposal to revise the AA degree in Early Childhood Development and Education – College of Education and Human Ecology**

Guest: Sarah Lang, Associate Professor, Department of Human Sciences

The Department of Human Sciences proposes to revise the Early Childhood Development and Education major leading to the Associate of Arts. This proposal has been reviewed and approved by the College of Arts and Sciences since it confers Associate of Arts (AA) degrees.

The proposed revisions incorporate the approved General Education (GE) requirement as they apply to the AA degree at Ohio State, along with updates to the core curriculum.

Changes include the replacement of two core courses, the addition of the Race, Ethnicity, and Gender Diversity GE category, and updating the names of the following GE categories:

- Writing and Related Skills to Writing and Information Literacy
- Quantitative and Logical Skills to Mathematical and Quantitative Reasoning (or Data Analysis)
- Humanities to Literacy, Visual and Performing Arts AND Historical and Cultural Studies
- Electives to General Education Electives

The Council did not have any questions or concerns.

Sutherland moved approval of the recommendation; it was approved with one abstention.

- **Proposal to update the Humanitarian Engineering minor – College of Engineering**

Guests: Leslie Callihan, Director of International Initiatives College of Engineering; Cory Matyas, Assistant Dean, College of Engineering

The College of Engineering proposes to update the Humanitarian Engineering minor.

The proposed changes will better align the curriculum with the new General Education model and improve flexibility for students.

Changes include reducing the total credit hours from 16 to 15; shifting FABENG 3210/3211 from required to recommended; adding new course options to Core Electives, Global Perspectives, and Community-Based Learning Sections; clarifying capstone pathways; and removing the requirement for advisor approval by leveraging the Degree Planner for completion tracking.

These changes are effective Autumn 2026.

The Council did not have any questions or concerns.

Sutherland moved approval of the recommendation; it was approved unanimously.

- **Proposal to revise the Master of Social Work – College of Social Work**

Guest: Theresa Hazelwood, Program Director, College of Social Work

The College of Social Work proposes a comprehensive revision to the Master of Social Work (MSW). The proposal has been reviewed and approved by the Graduate School / CAA Combined Curriculum Committee and Graduate Council.

The proposed revision will strengthen academic quality, enhance curricular coherence, and align fully with accreditation standards as well as address feedback from students. The revision restructures the three existing areas of emphasis into three formal, defined advanced practice specializations: Children, Youth, and Families (CYF); Behavioral Health Practice Specialization (BHPS); and Community, Organizational, and Policy Practice (COPP). The specializations will improve student decision-making, licensure readiness, and alignment with Ohio's priority workforce needs in mental health, substance use, child welfare, juvenile justice, school-based practice settings, and community-based practice.

The revised program will consist of 63 credit hours for the traditional 2-year program and 44 credit hours for the Advanced Standing Alternative Program (ASAP). The curriculum will consist of a 25-credit generalist year and an advanced year where students complete one of the three specializations. Each specialization will have structured elective options that are selected in consultation with an academic advisor to ensure coherence with specialization competencies, career goals, and licensure preparation.

The new curriculum will go into effect in Autumn 2026. Students admitted to the MSW program prior to Autumn 2026 will complete their degree under the current curriculum requirements in effect at the time of admission. Students will not be permitted to change curricula.

The MSW is offered both online and in person.

The College anticipates that these revisions will increase yield and student satisfaction, improve curriculum balance, and fill workforce needs.

Hazelwood informed the Council that student feedback indicated that there was a strong desire for defined specializations.

Hazelwood confirmed that there are multiple admissions routes and start terms.

Sutherland moved approval of the recommendation; it was approved unanimously.

- **Proposal to establish a new track in Nursing Leadership and Strategy in Healthcare in the Master of Science in Nursing – College of Nursing**

Guest: Kristy Browning, Associate Dean, College of Nursing

The College of Nursing proposes to establish a new track in Nursing Leadership and Strategy in Healthcare in the Master of Science (MS) in Nursing. The proposal has been reviewed and approved by the Graduate School / CAA Combined Curriculum Committee and Graduate Council.

The proposed track will prepare experts in leadership, regulatory compliance, resource management, healthcare law, and labor relations for nurse leaders. The program will include extensive opportunities for graduates to gain knowledge in these areas and many others, allowing students the opportunity to apply their knowledge in clinical and immersion experiences.

The Leadership and Health System Administration track will meet the growing workforce development needs of the local community, state, and nation for master's prepared nursing leaders and managers. The demand for nurse administrators is high and growing, driven by population aging, increasing complexity of the healthcare industry, and a critical nursing shortage that requires strong leadership and administrative expertise to improve retention and efficiency.

The proposed curriculum for the track consists of 11 courses including 8 new courses.

Admission timing is planned for one cohort per year with plans to launch the first cohort in Autumn 2026. The primary target for potential applicants will include baccalaureate prepared registered nurses who seek education and skills in nursing leadership and management as a pathway to leadership in healthcare.

The Council did not have any questions or concerns.

Sutherland moved approval of the recommendation; it was approved with one abstention.

- **Proposal to revise the Doctor of Nursing program, including a name change to an existing track – College of Nursing**

Guest: Kristy Browning, Associate Dean, College of Nursing

The College of Nursing proposed to revise the Doctor of Nursing program, including a name change to an existing track. The proposal has been reviewed and approved by the Graduate School / CAA Combined Curriculum Committee and Graduate Council.

The Doctor of Nursing Practice (DNP) is the terminal clinical degree in nursing. In 2014, the DNP program was revised to include two separate tracks: Clinical Expert (CE) and Nurse Executive (NE). In 2015, the post-baccalaureate entry into the DNP (BSN-DNP) was launched in response to a national call for achievement of higher levels of education and training through advancement of seamless academic progression. The BSN-DNP combines advanced practice clinical education from the Advanced Practice Registered Nurse (APRN) tracks with DNP clinical expert education.

The introduction of the BSN-DNP has resulted in a decrease in enrollment for the DNP-CE and DNP-NE tracks. In addition to decreased enrollments, the demographics of the DNP-NE have changed. The initial student enrollment in the DNP-NE track yielded many experienced executive nurse leaders who were interested in obtaining the terminal clinical nursing degree. Now, the students who seek the DNP-NE track are predominantly aspiring nurse leaders rather than experienced nurse executives.

To address these changes, the College proposes to combine the DNP-CE and DNP-NE tracks into a single DNP Leadership track. The DNP Leadership track will reflect the curriculum of the current DNP-NE minus one course that will no longer be in the curriculum.

The assessment plan remains the same.

Browning informed the Council that combining the tracks into one will help eliminate program overlap.

The Council did not have any questions or concerns.

Sutherland moved approval of the recommendation; it was approved with one abstention.

- **Proposal to merge the existing majors in Arabic, Hebrew and Jewish Studies, and Islamic Studies into a single Near Eastern and South Asian Languages and Cultures BA – College of Arts and Sciences**

Guest: Naomi Brenner, Associate Professor, Department of Near Eastern and South Asian Languages and Cultures

The Department of Near Eastern and South Asian (NESA) Languages and Cultures proposes to merge the existing majors in Arabic, Hebrew and Jewish Studies, and Islamic Studies into a single Near Eastern and South Asian Languages and Cultures major leading to the Bachelor of Arts. The proposed merger is in response to Senate Bill 1 and its review of low enrollment programs.

The Department's three current undergraduate majors will be merged into a single program of study with four distinct specializations: Ancient Near East/Modern Middle East Studies, Arabic/Islamic Studies, Hebrew/Jewish Studies, and South Asian Studies. The specializations cover fields of study represented in the existing majors and provide two new areas of study. The changes reflect student demand as well as evolving faculty expertise over the last decade.

The new specializations will share a core curriculum:

- One intermediate/advanced NESA language course
- One course in Ancient Near Eastern or Modern Middle Eastern culture and society
- One course in South Asian culture and society
- One NESA capstone course

In addition to the core courses, each major must choose one of four specializations in consultation with their faculty advisor. Students will complete courses in the following categories according to their selected specialization: Requirements, Electives, and Breadth Electives.

The specialization will be transcriptable.

An assessment plan and letters of concurrence were provided.

Ohio State is one of the only universities in Ohio where students can major in the study of Near East, Middle East, and South Asia.

Current students may choose to complete their original program or switch to the new combined major. No new students will be admitted to the current programs.

The Council did not have any questions or concerns.

Sutherland moved approval of the recommendation; it was approved by all.

The proposal will next go to the Board of Trustees followed by the Ohio Department of Higher Education.

ADDITIONAL INFORMATION – PROFESSOR W. RANDY SMITH

The Ohio Department of Higher Education informed Ohio State of its decisions on our low enrollment programs. No rationale was provided and there is no appeal process. Smith will share more details at a later meeting.

The Meeting adjourned at 5:06 p.m.

Respectfully submitted,

W. Randy Smith
Katie Reed