

## Arts and Sciences Curriculum Committee

### Approved Minutes

Friday, April 4<sup>th</sup>, 2025

9:00AM – 11:00AM

University 156

**Attendees:** Cole, Cravens-Brown, Crocetta, Daly, Dugdale, Fletcher, Fowler, Hilty, Holmes, Jenkins, Lee, Martin, Nagar, Nathanson, Neff, Ottesen, Smith, Steele, Vankeerbergen, Wang, Xiao

### Agenda

- Approval of 03-21-2025 Minutes
  - Cravens-Brown, Lee; approved with one abstention.
- Informational Item: Arts Management BA (I. Nagar)
  - The Department of Arts Administration, Education, and Policy (AAEP) updated the Arts Management major curriculum. The new course, ARTEDUC 5222: Arts Careers, was added as a required core course following a review by the AAEP Undergraduate Committee. Additionally, ARTEDUC 5688: Marketing, Communications, and Social Media in Nonprofit Institutions was moved from advanced electives to the core requirements, as it fulfills Embedded Literacy for Digital Technology and Advanced Writing requirements.
- Concurrence (A. Martin)
  - Martin: I want to have a discussion to clarify how concurrence works, especially in relation to the Chase Center. When a unit proposes a new course, OAA often reaches out to me to consult with relevant units to ensure there is no significant overlap. If overlap is found, the concerned unit can decline concurrence. That does not necessarily block the course, but it typically escalates the issue to Randy Smith. In some past cases, units have pulled courses based on that feedback. When Chase starts proposing their own courses, we will be able to raise our own concerns in the same way,
  - Committee member question: How does OAA communicate about concurrence?
    - Martin: Katie Reed at OAA usually contacts me directly. She will ask if Arts and Sciences needs to be involved with concurrence, which ultimately lives at OAA—it is their call in the end. In the case where Chase was involved, we were told to seek concurrence, and we did, to keep the process moving and get courses on the books.
  - Committee member question: I am concerned about the structure here. I doubt OAA asked Chase to reach out for concurrence.
    - Martin: It was made clear that the College of Arts and Sciences, College of Education and Human Ecology, and John Glenn College of Public Affairs all want to see future courses that come from the Chase Center, so Randy directed the Center to reach out to us for concurrence just the same.

- Committee member comment: So, Randy is asking on behalf of Chase. That sounds like the Center is not operating as its own entity.
  - Martin: This sort of thing happens often. When a course is submitted, Randy will reach out to units to ask if they want to review it. I agree there is some ambiguity in the process, but I think Randy is trying to ensure Chase courses are treated like any other. He is acting as a facilitator.

There seems to be a misunderstanding that Chase *had asked us* to contact all our units for concurrence, but in reality, *we* made the decision to reach out broadly. We wanted to be thorough and make sure any unit with potential curricular interests had the chance to weigh in. Chase operates in a unique position and in many ways functions like another College. Just as EHE does not need concurrence if there is no overlap, Chase courses will follow the same principle. We will never see these courses unless there is potential overlap with curriculum in one of our units.

- Committee member question: Is the new civics requirements going to be separate from the General Education?
  - Committee member comment: We have seen the draft state budget language. It includes a directive to review General Education to include a civics, culture, and society requirement—something that aligns with the Chase Center’s mission. There is even a specific budget line for that review.
  - Martin: The details remain uncertain, and I understand that is cause for concern. The expectation is that students should be able to meet this requirement through courses offered by Arts and Sciences, not solely through the Chase Center. This should not become an enrollment grab for Chase, because we have many units—e.g., Political Science, History, Classics—that can teach this class effectively. It has been communicated that if there is a review process to decide which courses meet the requirement, Arts and Sciences expects to be represented.
  - Committee member comment: If the requirement falls under the General Education program, Arts and Sciences has to be involved.
  - Committee member comment: It is noted in the budget that the intellectual diversity centers of Ohio, including the Chase Center, will independently approve their own General Education courses.
- Martin: Right now, the basis for granting concurrence is overlap with existing courses. With Chase Center proposals, we are seeing missing elements, such as Expected Learning Outcomes. There are also broader concerns like who is teaching the course, its rigor, and duplication with other institutions. While these issues are especially relevant in evaluating courses for the GE, our role in the concurrence process remains focused on overlap of our course offerings. If concurrence for a Chase Center course is not granted, Randy would expect us to demonstrate specific courses we offer which duplicate the proposed course. If we

cannot make that case, the course is likely to be approved. If we push back on everything, we will be in a weaker position when there *is* a problem

- Committee member question: From my understanding of SB1, there are not specific learning outcomes for the civics courses, but a list of required readings. Could a Citizenship for a Diverse and Just World course be revised to meet these requirements while also counting in the Theme?
  - Martin: We do not know for sure yet. Again, I have told Randy that we expect Arts and Sciences courses to meet the civics requirement. We already have some ready, and more are in development. I have also said that Arts and Sciences should be part of the review group deciding what counts. But yes, I would think a Citizenship course could be revised to meet the requirements, just as Legacy General Education courses were adjusted for the New General Education.
- Committee member comment: I am worried about blanket concurrence. It allows curriculum to move forward without deep consideration of individual departmental concerns. I am also worried that the civics requirement as defined by SB1 is a regressive take on what civics should be. I would love to see a range of departments other than Philosophy, History, and Political Science contribute courses (African American and African Studies, Psychology, Languages, etc.) that embrace the diverse conception of citizenship. We need to give students options, but we are being pushed to move fast, and that pressure is dangerous. We need space for dialogue about how various fields might engage with civics, but the process is not allowing it. This is why we have to take the power of determining what constitutes a course away from the legislation. Our engagement with Chase can improve their courses over time, but right now, they do not meet our standards. We need to clearly state our expectations, rather than reacting and adjusting to theirs.
- Daly: There are several additional factors to consider here, including College Credit Plus, the advantages and disadvantages of integration within our General Education curriculum, statewide initiatives such as the Ohio Transfer Module, and credit-by-exam options. The state-mandated syllabus content only accounts for approximately one-third of a standard three-credit hour course. Therefore, we should carefully consider how the remaining two credit hours are structured across different course variations. The implementation details matter, and we need to look at the full landscape.
- Committee member comment: We have all been in a situation where a course comes through with everything it needs to be a course (ELOs and curricular elements in place), but we do not like its presentation or philosophy. We still have to pass that course because we want space for a variety of perspectives. There has to be space for alternate philosophical approaches for students to choose. If a course comes from the Chase Center that has these elements, it is our job to pass it even if we do not personally like the philosophical approach being taken.

- Committee member comment: There is understandable fear around what is happening and how quickly things are moving. However, it is important to note that when Centers offer curriculum, it is often difficult for students to locate those courses. This is not unique to the Chase Center; it is a broader structural issue that will contribute to a natural slowdown. While the situation is troubling and has been somewhat thrust upon us, we must still make space for a range of perspectives within a diverse curriculum. The key is to slow things down, be mindful, and not let fear drive decisions, even though the current climate can feel overwhelming.
- Martin: I agree with the concerns. That said, I believe that we will deliver these courses better. We have the expertise, and our courses and instructors are and will be stronger.
- Committee member question: Given the fact that, per the draft budget, there may be a request to revise our General Education with particular parameters, are there efforts that are gearing up for that? We had an open Race, Ethnicity and Gender Diversity Subcommittee meeting with faculty, and instructors raised this issue. We talked about creating a mechanism that brings together everyone involved in the GE (not just REGD) to communicate its value to leadership. Students and instructors are worried that REGD might not continue, despite the reassurances. We got amazing reports on how much our students support the values of the GE and REGD and Citizenship for a Just and Diverse World as the core values of the GE that need to be affirmed, but the budget proposal seems to want a shift toward a civics model, among other things.
  - Daly: From my perspective, this is a statewide push. It is not specifically targeting Ohio State. There is recognition that Ohio State has different GE expectations than Columbus State or Akron, for example. We just need to make our case. Historically, when we have articulated the value of our GE, it has resonated with the Board of Trustees. If you look at our GE, you will see we already address civics, we already address AI—we are setting the bar, and others need to catch up
  - Martin: On the topic of AI, I want to add that the Provost wants AI education to be very broad, such as the implications of AI rather than training coders.
  - Daly: We already do those things. For example, when we talk about academic identity and information use in the Bookends, this is relative to AI. We could lean into that even more. Then when there is policy in language courses about not using certain kinds of translation tools, we could talk about how it impacts the discipline and learning the language.
- Committee member question: What worries a lot of us is not what is coming from the Provost, but from the President, who does not seem to understand the values of our GE. How can we get a meeting with the Provost where students, instructors, and committee members can discuss how our GE already fulfills these goals? We need transparency in the process, especially now.

- Committee member question: Meg, what level of engagement have you had so far with the President or Provost about the GE?
  - Daly: None directly, outside of the onboarding period. I think Randy is the one having those conversations. The academic programs piece is Randy's job, and the Provost is relying on his direct reports.
  - Martin: Part of our job here is to relay these conversations to Randy so he can speak to the Provost. I will also bring this up with David Horn, so the Provost hears it from multiple angles and our voice is stronger.
- Committee member comment: The requirement that the general education curriculum cover principles of innovation sounds like such an Arts and Sciences theme. Looking at transitions through history and how changes with technology impacts society is right in our wheelhouse. Just like we jumped on the civics course, we could jump on classes to cover this.
  - Daly: I would argue we are already doing the things being asked of our general education. If they want assessment, we can do that. We use ELOs. We have evidence that our approved courses are addressing these themes. We can absolutely do an inventory and assess.
  - Committee member comment: It is dangerous when curriculum comes from the top down. We should not be reactive—it puts us in territory we might not even want to be in. Instead, we should show all the ways we are already doing what they want. Proactively, not defensively.
- Daly: It is important to remember that this is not all aimed at us. It might be to some degree, but we are lucky because we just revised our GE, and it reflects current issues and faculty expertise. We have set the bar.
- GE Update (M. Daly)
  - M. Daly shared a PowerPoint presentation with data on New General Education courses enrollment and offering trends. Topics included:
    - Initiatives for students who complete a substantial portion of the Launch course but do not pass.
    - Updates on coordination with the regional campuses regarding Bookends courses.
    - New General Education Themes average class sizes
    - Online enrollments in GE courses.
    - Overall enrollment patterns across the Theme categories.
  - Martin: Arts and Sciences is doing well across the Themes except health and wellbeing, where we are losing students to other units. This is an area where we could expand our offerings. We do currently have slightly more than half of the Theme enrollments in the choice Themes.
  - Committee member question: Are departments choosing to make Theme courses elective or core courses in their major? Are students hoping to double dip?
    - Daly: We will have information on that next year because we cannot tell where courses have been applied in degrees until students graduate. My

sense is that students would have to be thinking *very* structurally about their degrees to purposefully double dip.

- Committee member question: Are departments actively directing students to their GE offerings?
  - Daly: Some colleges are, especially those with goals that might be narrower and better expressed through their curriculum. There are a lot of pieces in play in terms of philosophy of the units and the needs of students. For example, Nursing has many first-generation students who are advised to maximize the overlap between GE and major requirements. So, there is definitely a strategic element there for some.

I encourage you all to look at the presentation and reach out to me with any questions. The PowerPoint will be posted to this meeting site on ASCNet.

- Revision to the Actuarial Science Bachelor of Science (Guests: J. Fowler and J. Holmes)
  - Natural and Mathematical Sciences Subcommittee Letter of Motion: On Thursday, November 7, 2024, the Natural and Mathematical Sciences Subcommittee reviewed a revision to the Actuarial Science program as a Bachelor of Science Program. The revision aims to better align the curriculum with industry standards and the professional certification exams required in actuarial science. Key changes include:
    - Adding ENGLISH 3305 as an advanced writing option,
    - Removing MATH 5632 as a core requirement (it will remain an elective),
    - Offering more flexibility by allowing students to choose three courses from a pool of six advanced MATH courses (5630, 5631, 5632, 5633, 5634, 5637).

The NMS Subcommittee voted unanimously to approve the request with four contingencies, which have since been addressed. The program is now advanced to the full ASCC with a motion to approve.

- Martin: In terms of recruitment, do students who want to go into this field think of your program first when they come to Ohio State? Or are they looking to Fisher? How do we maximize our exposure and help students understand where they belong?
  - Holmes: Advertising is a real issue. A lot of high school students do not even know what actuarial science is. We do have the best program in Ohio, and we are also applying for the next level of professional accreditation to become a Center of Actuarial Excellence. If we are successful, we will be the only one in the state, which should bring visibility. Years ago, there was a program for younger students that helped build that awareness, and some of our alumni actually found the field through that outreach.
- Committee member question: How many majors are in the program now?

- Holmes: We have 211 students currently, which is down from about 450 in 2020. That drop is mainly due to the loss of international students, as sponsors for visas in this industry have basically disappeared.
  - Committee member question: How does the curriculum address ethics in the profession?
    - Holmes: We have an introductory 1000-level course with an ethics component, and our practicum course functions as a case study that deals with real-world ethical challenges in insurance and risk management.
  - Nagar: What is your placement rate for students who graduate from your program?
    - Holmes: For domestic students, it is over 90%.
  - Nagar: That is admirable. The proposal says this revision is based on industry shifts. How often do those changes happen?
    - Holmes: It is continuous. The two major professional organizations are always adjusting their standards. For instance, these revisions are a response to the de-emphasis of financial mathematics and a shifted focus to machine learning and statistical risk management.
  - Nagar: Is this a program that would continually need to evolve as AI and machine learning advance?
    - Holmes: Absolutely. In fact, we already offer courses that cover mathematical machine learning in the context of finance and risk management.
  - Natural and Mathematical Sciences Subcommittee Letter, Crocetta; unanimously approved.
- Subcommittee Reports
  - Arts and Humanities Subcommittee I
    - English 3265 “Fictions of Creation: Robots, Androids, AIs, and Clones” (new course requesting GEN Theme Citizenship for a Diverse and Just World and 100% DL)
    - English 4573.02 “Rhetoric and Social Action” (existing course requesting 100% DL)
    - History 2003 “American Civics through History” (existing course requesting 100% DL)
    - History 3088 “Policing America: Law Enforcement in African American History” (new course requesting GEN Theme Traditions, Cultures, and Transformations)
    - Philosophy 2490 “American Civic Philosophy” (new course)
  - Arts and Humanities Subcommittee II
    - Classics 3230 “From Disaster to Revival: Greece and the Mediterranean, c. 1200-600 BCE” (new course requesting GEN Theme Migration, Mobility, and Immobility)

- History 3210 “Archaic Greece” (existing course with GEL Historical Study & GEN Foundation Historical and Cultural Studies; requesting 100% DL)
  - Slavic 3370 “Cultures of Manufacturing: Environments of Industrial Production in the Czech Lands” (new course requesting GEN Theme Lived Environments with Global and Intercultural Learning: Abroad, Away, or Virtual HIP)
- Natural and Mathematical Sciences Subcommittee
  - N/A
- Social and Behavioral Sciences Subcommittee
  - Atmospheric Sciences 5450 “Introduction to Meteorological Radar Systems, Observations, and Techniques” (new course)
  - Speech and Hearing Science 7550 “Bilingual Assessment and Intervention in Speech-Language Pathology” (new course also requesting 100% DL)
- Race, Ethnicity and Gender Diversity Subcommittee
  - N/A
- Themes Subcommittee I
  - Art 3011 “Art and Science: Learning with Plants”
  - Molecular Genetics 3011 “Art and Science: Learning with Plants” (new cross-listed courses requesting GEN Theme Lived Environments with Interdisciplinary and Integrated Collaborative Teaching HIP)
  - NELC 3804 “Culture and Society in Ancient Egypt” (new course requesting GEN Theme Traditions, Cultures, and Transformations with Research and Creative Inquiry HIP)
  - Plant Pathology 3920 “Psychedelic Studies: Neurochemistry, Plants, Fungi, and Society” (existing course requesting GEN Theme Health and Wellbeing)
- Themes Subcommittee II
  - Anthropology 5525 “Applied Anthropology for Social Change: Research, Justice, and Citizenship” (new course requesting GEN Theme: Citizenship for a Diverse and Just World with Research and Creative Inquiry High Impact Practice)