

## Arts and Sciences Curriculum Committee

### Approved Minutes

Friday, October 3<sup>rd</sup>, 2025

9:00AM – 11:00AM

University 156

**Attendees:** Bitters, Brello, Cravens-Brown, Gilbo, Heckler, Jenkins, Lee, Martin, Neff, Pradhan, Romero, Sims, Søland, Staley, Steele, Tuxbury-Gleissner, Vankeerbergen, Xiao

### Agenda

- Approval of the 08-29-2025 minutes
  - Romero, Pradhan; approved with two abstentions.
- SB1 Small Majors (Andrew Martin)
  - Martin: As you know, per Ohio Senate Bill 1, the university is deactivating majors that have not graduated at least 15 students over a three-year period. Many of these small programs, language majors in particular, are going to instead function as tracks within larger majors rather than standalone programs. The biggest concern with this is that if a program transitions, for example, into a track within Comparative Studies, it will not appear on the Common Application. We will need to ensure that track options are visible for programs that are no longer standalone.

So far, four majors have been deactivated: Musicology, Music Theory, Integrated Math and English, and Medieval and Renaissance Studies. Announcements about these changes were made at CAA, and students who are currently in one of the programs (though there are few of them) will be able to complete their coursework.

We have a temporary waiver for programs that are being rolled into tracks, including Spanish and Portuguese, Near Eastern and South Asian Languages and Cultures, and French and Italian. The waivers will allow us time to make the program changes without having to deactivate the majors. The four majors that have already been deactivated will be officially withdrawn, and if a department wants to offer them again in the future, a new program proposal will be required.

Three majors are seeking exemptions from deactivation despite the size of the program: Music Composition (a new hire has been made as they attempt to increase enrollment), Vision Science (a 3+4 year program with the School of Optometry, currently with no students, but we want to maintain as a workforce development program), and Personalized Study Program (this is not intended to

be a large major, but we do want to keep it available). With these exemptions, units would have two years to develop plans for increasing enrollments.

- Committee member question: Can students still keep the minor of a deactivated major?
  - Martin: Yes, the minors are unaffected by these changes.
- Committee member question: Are there anticipated impacts of faculty?
  - Martin: Faculty will not be affected by these deactivations.
- Committee member question: For the Optometry program with zero enrollments, what are faculty who are qualified to teach those courses currently doing?
  - Martin: Most of the students are biology majors who are preparing for the next step in the Optometry program, so it does not impact faculty assignments in terms of the courses being taught and what students are taking.
- BA/BS Distinction (Andrew Martin)
  - Martin: There has been talk for a while about creating a requirement to make the Bachelor of Arts distinctive from the Bachelor of Science in a way other than the calculus requirement of the BS. The state requires that the BA have a distinguishing feature, and currently, we do not have one. What is driving this now is that the civics requirement per SB1 is embedded in the New General Education Foundations and can be used to fulfill both the Civics requirement and a Foundations requirement (e.g., Social and Behavioral Sciences or Historical and Cultural Studies). Students are likely to enroll in the courses that satisfy both of these requirements, and then they do not have an SBS or HCS experience outside of the Civics course. This will lead to declines in enrollment in other courses.

We are considering whether BA students could have an additional requirement that is not civics related. The general idea is that if a student takes a course that fulfills GEN Foundation Social and Behavioral Sciences and civics, they should also take an SBS non-civics course. This would add three credit hours for BA students, but the BA is typically less credit-heavy than the BS. This requirement would function similarly to our language requirement and would be a requirement of the College, not the GE.

- Committee member question: Would this be equivalent to the amount of work that BS students do, just by different means?
  - Martin: It would make the BA distinctive in a way it currently is not. Right now, the BA is essentially less than the BS, since it does not require calculus.
  - Vankeerbergen: Calculus counts towards GE credit, though. This would be an additional three required credits.

- Committee member question: Have we looked at how other Big Ten schools define BAs?
  - Vankeerbergen: For the most part, BAs tend to have additional requirements, whether it is in the humanities or languages. What we are discussing aligns with the Ohio Department of Higher Education expectations.
  - Martin: Especially with the Civics requirement, this seems like a natural way to ensure students are getting a broad experience in the curriculum.
- Committee member question: Do we have any control over whether students can count their Civics course as a Foundations course?
  - Martin: The state requires the Civics courses to live in the GE without increasing the size of it, so we do not have that control.
- Committee member question: In this scenario, would BS students be able to use the Civics course to fulfill another Foundations category and complete the requirement, while BA students would still need to take an additional Foundations course in the same category as their Civics credit?
  - Martin: Correct. We can develop ideas about how this requirement would look, and this committee could lead the discussion.
- Committee member question: What fraction of our students are BA versus BS students?
  - Jenkins: More than half are BA students, but most BA programs have significant room for elective hours.
- Committee member question: Is there a sense of when we will see proposals for this idea?
  - Martin: Hopefully at some point this fall. Anyone interested in these discussions is welcome to participate. We want this body to feel included and not have changes imposed.
- Recording class sessions (Andrew Martin)
  - Martin: There has been concern about students recording lectures without permission, and the SB1 working group has circulated information on this.
  - Steele: The Office of Technology and Digital Innovation provides guidelines on OSU policies and best practices, outlining ethical concerns as well as dos and don'ts for students. The OSU Code of Student Conduct also address this issue. Documents with this information can be viewed on the ASCNet site for this meeting.
  - Vankeerbergen: We wanted to share this because it might be a policy that instructors wish to include in their syllabi, especially since there have been recent incidents of students recording without permission.
    - Martin: I will talk to Norman Jones about including this as a standard syllabus statement.

- Update on AI Fluency (Andrew Martin)
  - Martin: The Provost is interested in initiatives to promote AI fluency. Department Chairs have been collaborating with divisional Deans to explore how each major might incorporate AI, with the aim of embedding AI in some form across all majors. Many departments are already integrating AI, either through research applications or by examining ethical and environmental implications.

We are conducting a curricular audit to identify which majors currently incorporate AI and how they are doing so. For departments not yet integrating AI, potential approaches include adding embedded AI modules or incorporating AI-related content into existing courses. This topic will be discussed in depth at the upcoming Chairs and Directors meeting.

Concerns have been raised regarding how an AI requirement might impact time to degree, degree audit tracking, and implementation logistics. Program plans for the AI requirement will be reviewed and approved by CAA, following a process similar to that used for embedded literacies. The overarching goal is for each major to define how it will incorporate AI.

- Committee member comment: One approach could be to take AI-related ELOs and distribute them across courses, allowing students to engage with AI in ways that align with the department's focus.
  - Martin: It unclear at this moment what the university will require, but it would be optimal if units do not necessarily have to meet all the ELOs. Departments could potentially be allowed to engage with AI in ways that relate to their field. Flexibility is key, so they should be able to pick and choose the ELOs they can apply in their courses. This certainly remains an open question.
- Committee member question: Is the Provost creating a working group or committee for this issue?
  - Martin: Yes, but there are many moving parts. The first step is auditing curricula to see how AI can be integrated into existing courses or added as a new component. Updates will be shared as things progress. After the Chairs and Directors meeting, we will have more concrete information. We want to ensure that this committee helps drive the conversation.
- Committee member question: Is there concern that this requirement may become irrelevant as our understanding of AI evolves?
  - Martin: This will be an ongoing conversation, and adjustments will be made over time as necessary.
- Certificate AI Language and the Mind (Guest: William Schuler, Linguistics)

- Arts and Humanities Subcommittee 2 Letter of Motion: On Tuesday, September 2, 2025, the Arts and Humanities Subcommittee 2 reviewed a proposal from the Departments of Linguistics and Philosophy to establish a new AI, Language, and Mind Certificate. The certificate aims to provide a non-technical, interdisciplinary program of study on artificial intelligence, drawing on perspectives from the arts, sciences, and humanities. It will allow students to explore the relationships between AI, language, and mind, including longstanding questions about consciousness and thinking machines, scientific implications for the study of human language and cognition, and practical impacts across various domains. The Arts and Humanities Subcommittee 2 voted unanimously to approve the request with four contingencies, which have been subsequently and satisfactorily addressed. The proposal is now advanced to the ASCC with a motion to approve
- Schuler: The AI Language and Mind certificate addresses the important and evolving need to prepare students to engage critically with large language models and transformer-based AI technologies. The certificate is designed to be accessible to students without programming backgrounds and aims to help them understand how AI systems work, what they are capable of, and where their limitations lie, as well as how to evaluate and respond to emerging AI technologies.
- Committee member question: Given how rapidly this technology is evolving, how do you see the program keeping up with ongoing changes?
  - Schuler: The core course for the certificate, developed in the Department of Linguistics, focuses on AI language models, which is the area where much of this change occurs. The course content will be revised as needed to reflect new developments. Many advancements come from machine learning and computation linguistics, and our faculty are active in these fields. We also stay current through conference series and academic networks, ensuring we continually update materials to reflect the state of the field.
- Committee member question: Are there any new courses for the certificate or only plans to group courses in a way that address AI consciousness?
  - Schuler: One new course has been created, which is AI Models of Language and is non-programming and focuses on understanding how these systems function rather than coding them.
- Committee member question: Will new faculty be needed to support the certificate?
  - Schuler: We currently have sufficient faculty and graduate student expertise to cover the curriculum. As the program grows, we have the capacity to expand as needed.
- Committee member question: This is not a technical certificate, correct?

- Schuler: Correct. The distinction is that this is non-programming. Students will not be building systems but will engage with the concepts behind them. Understanding how these technologies work conceptually is different from having the technical knowledge to construct them. The mathematical explanations involved are straightforward and introductory.
  - Martin: For students who want a more technical experience, we have made it possible for them to take a Computer Science course as part of the certificate. But the intent here is to make AI literacy accessible so that a students majoring in English, for example, can gain AI-related skills valuable in the workplace.
- Subcommittee Updates
  - Arts and Humanities Subcommittee 1
    - AAAS 3080 – approved
    - History 3080 – approved
    - English 2195 – approved
    - Music 6200.13 – approved
    - Comparative Studies 4444 – approved
    - Ethnic Studies 3242S – approved with contingency
    - Spanish 3242S – approved with contingency
    - History 3190 – approved
    - History 5081 – approved
    - History 2025 – approved with contingency
    - English 3110 – approved with contingency
    - Philosophy 2490 – approved
  - Arts and Humanities Subcommittee 2
    - Ethnic Studies 3572 – approved with contingency
    - Linguistic 3050 – approved with contingency
    - Religious Studies 3681 – approved with contingency
    - Classics 2207 – approved with contingency
    - WGSS 3303 – approved with contingency
    - History 3088 – approved
    - Philosophy 2340 – approved
    - Ethnic Studies 3340 – approved
    - WGSS 3340 – approved
    - Classics 3420 – approved with contingency
    - German 3420 – approved with contingency
    - Art 4799 – approved
    - Italian 4799 – approved
    - Music 2210 – approved with contingency
    - German 3851 – approved

- History 2003 – approved
  - History 3721 – approved
  - Slavic 3721 – approved
- Natural and Mathematical Sciences Subcommittee
  - Physics 1110 – approved with contingency
  - Biology 4210 – approved with contingency
- Social and Behavioral Sciences Subcommittee
  - ASC 2798.08 – approved with contingency
  - ASC 2900 – approved with contingency
  - ASC 4900 – approved with contingency
  - ASC 2500 – approved with contingency
  - ASC 2100 – approved with contingency
  - ASC 3100 – approved with contingency
  - ASC 3500 – approved with contingency
  - ASC 4500 – approved with contingency
  - Econ 8858 – approved with contingency
  - Political Science 7250 – approved with contingency
- Race, Ethnicity, and Gender Diversity Subcommittee
  - N/A
- Themes Subcommittee 1
  - Religious Studies 4370 – approved with contingency
  - Cyber Security 2111 – approved with contingency
  - Biology 2360 – approved with contingency
  - Classics 2301 – approved
  - History of Art 2301 – approved
  - History 2210 – approved
  - History 3085 – approved
  - WGSS 3400 – approved with contingency
  - Religious Studies 3681 – approved with contingency
  - Social Work 3597 – approved with contingency
  - Civics, Law, and Leadership 2200 – approved with contingency
- Themes Subcommittee 2
  - Biology 3730 – approved with contingency
  - Consumer Science: Con&Fam Fin Serv 3000 – approved with contingency
  - Spanish 3798.11 – approved with contingency
  - HDFS 4570 – approved with contingency
  - Psychology 2750S – approved with contingency
  - Philosophy 2344 – approved with contingency
  - Civics, Law, and Leadership 3300 – approved with contingency

- Ethnic Studies 3340 – approved with contingency
  - WGSS 3340 – approved with contingency
- Student Council Honors Concerns
  - A committee member brought up a concern among certain students regarding the ASC Honors Program requirements pertaining to the GEN Theme courses. They noted that there are limited options available, making it difficult to find courses that fit both their academic interests and the requirements.
    - Martin: We could always use more Honors Themes courses, though it remains challenging to expand Honors course offerings due to their small enrollments. It is also the intent of the General Education to encourage students to take courses outside of their discipline.
    - Steele: Honors-quality courses (courses at and above the 4000-level and History courses at and above the 3000-level) can count toward the Honors Theme requirements.
    - Committee member comment: Students can also appeal to the Honors program to have a non-Honors course evaluated for Honors equivalency if they can demonstrate the course's rigor or quality. Departments can even propose such courses for consideration.