

Arts and Sciences Curriculum Committee

Approved Minutes

Friday, December 5th, 2025

9:00AM – 11:00AM

University 156

Attendees: Acuff, Bielefeld, Bitters, Chamberlain, Cravens-Brown, Dwyer, Gilbo, Hedgecoth, Holmes, Jenkins, Lee, Martin, Nagar, Neff, Pradhan, Romero, Smith, Søland, Staley, Steele, Tuxbury-Gleissner, Vankeerbergen

Agenda

- Approval of the 11-21-2025 minutes.
 - Romero, Søland; approved with three abstentions.
- New Actuarial Science Bachelor of Science and Master of Actuarial and Quantitative Risk Management combined program (Guest: J. Holmes)
 - Natural and Mathematical Sciences Subcommittee Letter of Motion: On Thursday, October 9, 2025, the Natural and Mathematical Sciences Subcommittee reviewed a proposal for a new combined Actuarial Science Bachelor of Science and Master of Actuarial and Quantitative Risk Management (BS/MS) program. The proposal was well received, with only minor suggestions. A revised version was subsequently reviewed and approved by the Honors Curriculum Committee. The combined BS/MS program is now advanced to the Arts and Sciences Curriculum Committee with a motion to approve.
 - Martin: How much demand are you anticipating in the program?
 - Holmes: Demand will vary over time. The job market is strong right now for students in actuarial science, especially for those graduating in three years with two to three actuarial exams passed through a professional organization. As the job market becomes more competitive, this combined program will become even more valuable to students. We currently expect interest from around two to three students, but that could increase to five or more as market conditions tighten.
 - Letter of motion, Cravens-Brown; unanimously approved.
- New Bilingual Speech-Language Pathology Certificate (Guest: E. Bielefeld)
 - Social and Behavioral Sciences Letter of Motion: On November 5, 2025, the Social and Behavioral Sciences Subcommittee reviewed a proposal from the Department of Speech and Hearing Science for a new Graduate Certificate in Bilingual Speech-Language Pathology, to be implemented in Autumn 2026. The proposed 12-credit certificate is designed to function both as a graduate stand-alone certificate and as an embedded option within the existing MA

program. The proposed 12-credit certificate would meet the growing demand for speech-language pathologists who speak multiple languages, and in particular who speak languages other than English. No other speech-language pathology programs in the state of Ohio offer bilingual training. The Subcommittee voted unanimously to approve the proposal with contingencies, all of which have since been satisfied. The proposal is now advanced to the Arts and Sciences Curriculum Committee with a motion to approve.

- Martin: Do you anticipate students from other graduate programs enrolling, or primarily students within your discipline?
 - Bielefeld: A significant portion of the certificate consists of precepted clinical experiences, which makes it difficult to accommodate students who are not enrolled in Speech-Language Pathology.
- Martin: If the certificate were to serve alumni, would they need to be local for the clinical precepting experiences?
 - Bielefeld: No. They would not have to be completed on campus, and will most likely be completed in off-campus clinics with expertise in the specific second non-English language the student wants to gain experience in.
- Committee member: Would students enroll through Continuing Education, or would they need to reapply through the Graduate School?
 - Bielefeld: They would need to reapply through the Graduate School.
- Committee member: What does the certificate offer in addition to the degree, particularly in terms of career outcomes?
 - Bielefeld: There is growing demand for speech-language pathologists who can work with individuals across multiple languages. This certificate aligns with many job postings seeking that skill set and would formally affirm that graduates possess this expertise.
- Committee member: Is Spanish one of the languages included?
 - Bielefeld: Yes. This certificate is largely driven by recent hires in Spanish and Portuguese, who form the backbone of the proposal. The elective course list reflects a strong presence of SPPO coursework.
- Committee member: Do you already have clinical placements identified for languages other than Spanish?
 - Bielefeld: Spanish placements are the most readily available. Placements for other languages are not yet established, but we would work case-by-case to match students' language backgrounds with available opportunities.
- Letter of motion, Romero; unanimously approved.
- Suspension of the Sociology Bachelor of Science (R. Dwyer)

- Social and Behavioral Sciences Letter of Motion: On November 5, 2025, the Social and Behavioral Sciences Subcommittee reviewed a proposal from the Department of Sociology to immediately suspend the Sociology Bachelor of Science degree. The request was based on low enrollment, with only 15 current students in the major, and the anticipated launch of a new interdisciplinary Computational Social Science Bachelor of Science that incorporates Sociology coursework and aligns with the original goals of the Sociology BS. If approved, the Sociology BS will be closed to new enrollments, while the department will continue to offer required courses to allow current students to complete the degree. The Subcommittee voted unanimously to approve the request, and the proposal is advanced to the Arts and Sciences Curriculum Committee with a motion to approve.
- Committee member: What is the primary difference between the Sociology BA and the BS?
 - Dwyer: The BS emphasizes more quantitative methods and statistics. Students in the BA will still engage with quantitative work, but without the same level of statistical intensity.
- Committee member: Is this shift indicative of a broader trend?
 - Dwyer: Not all institutions offer a BS, but computational sociology is a growing trend. Peer institutions, including Michigan, offer similar majors, which are considered state-of-the-art and reflect the direction of quantitative sociology.
 - Martin: This raises broader questions about where computer science and computational work are situated within the university, though similar shifts are occurring across multiple disciplines.
- Committee member: Why are more students choosing the Psychology BS compared to Sociology?
 - Committee member: The Psychology BS has been in place longer and has a more established history, so it has faced less competition.
 - Dwyer: Sociology has increasingly emphasized quantitative methods.
 - Committee member: Since the GE changes, the key distinction has become the calculus requirement. Many students want to take the quantitative research course but are hesitant to complete calculus.
- Dwyer: The department is requesting a suspension rather than a withdrawal, meaning the program would remain inactive for up to five years. If demand increases, the department could revisit and regroup.
- Letter of motion, Staley; unanimously approved.
- Arts and Sciences Honors Update (Guest: L. Chamberlain)
 - Chamberlain: I want to give an overview of the Arts and Sciences Honors Program, which was revised in AU22. We have the largest college honors

program at OSU, with over 1,800 students across approximately 70 majors. The revision was driven in part by the fact that the previous curricular requirements were embedded in the GEL and the program had not been updated in a long time. We wanted to modernize the program, increase access for students who did not start as first-semester freshmen (including transfer and regional campus students) and incorporate experiential learning.

The curricular requirements for the Honors Program are now more flexible. Students must complete 18 credit hours of honors or honors-quality coursework, including at least one honors course in each of the three disciplinary areas (NMS, A&H, SBS). Themes courses must be honors or honors-quality. Students must complete the ASC Honors Survey course and an honors-enhanced ePortfolio. All students must also complete an honors project, with significant flexibility in format. Options include a thesis, two semesters of a research position, an internship, or coursework that culminates in a project. Students may also petition the committee to pursue alternative project options. Honors projects do not need to be within the student's major. When students complete their honors projects, they are required to present them in some form. A thesis defense or a presentation at a departmental or university venue would satisfy this requirement; otherwise, students present at the symposium. Honors projects have been exciting to see, particularly interdisciplinary work. We have received a significant donation to fund honors projects.

In terms of honors-quality options, there is a lack of honors courses across all requirements. Often students complete their GE requirements as juniors or seniors, so in many cases it makes more sense to complete 4000-level honors-quality courses rather than 1000-level honors courses. We do have some 3000-level honors-quality courses, particularly in History and Philosophy, along with some approved exceptions to the honors-quality rules. All 4-credit-hour Themes courses are considered honors-quality, which is a university-wide exception. We need more honors courses in general, particularly in the GEN Themes Number, Nature, Mind, Origins and Evolution, and GEN Foundations Race, Ethnicity and Gender Diversity, and Literary, Visual and Performing Arts.

We also have a peer mentor program that has been used as a model across the university. Mentors currently work with honors students in the survey course, and we are working to expand the program beyond that. We are also bringing our student advisory board back to life. They provide feedback, develop

community activities, and will begin participating in Honors Committee meetings starting next semester.

- Committee member: Psychology piloted the peer mentor model in a survey course, and it was very successful.
- Committee member: The Spanish program used the student project model to reassess what distinguishes the honors major from the regular Spanish major, which already includes an immersion requirement. As part of this review, the program identified the student project model as the primary feature that differentiates the honors major. The program will now require *all* students to complete a student project; however, honors students will retain additional flexibility in how they fulfill their two elective options. This change is intended to make it easier for honors students to complete both honors and major requirements without being restricted to honors-only coursework.
- Chamberlain: The Honors Program has worked with departments that wish to contribute honors project options. For example, EEOB's undergraduate research program has been incorporated as an honors option, and other built-in honors options are available.
- Committee member: Why do some programs require honors courses within the major?
 - Chamberlain: That decision is completely up to the department.
 - Committee member: Political Science requires honors courses within the major, but there are not many options. Making this more accessible could help retain more students in the program.
 - Chamberlain: We are always willing to consider petitions, especially if a student is genuinely stuck or if a requirement is preventing them from pursuing something they really want to do.
- Committee member: Can distance courses count as honors-quality?
 - Chamberlain: We have not approved many distance courses as honors-quality. The committee generally does not approve asynchronous courses, as we have not yet seen the level of student–faculty interaction that we expect for honors-quality coursework.
- Informational Item: Bachelor of Music Education --General and Choral (I. Nagar)
 - Nagar: The School of Music would like to substitute a course in the Choral and General Music Education degree programs. MUSIC 5415 will be replaced by MUSIC 2413 in these degree programs. There will be no gain or loss of credit hours in the programs with this substitution. This change can take place in SP26 term with no impact on students. The vocal faculty has requested this change because the format for MUSIC 5415 (with multiple languages taught over a short period of time) doesn't allow for the students to learn and practice

the materials, and having a more refined look at IPA, English, and Italian (through MUSIC 2413) will provide a better opportunity to learn and use the International Phonetic Alphabet, which in turn better equips them when they are singing in other languages and using transliterated resources.

- Subcommittee Updates
 - Arts and Humanities Subcommittee 1
 - Philosophy 3341- approved
 - Jewish Studies 3241 – approved with contingency
 - Yiddish 3241 – approved with contingency
 - Linguistics 6050 – approved
 - Slavic 3380 – approved
 - Slavic 3390 – approved with contingency
 - Arts and Humanities Subcommittee 2
 - Spanish 3798.30 – approved with contingency
 - Film Studies 5000 – approved with contingency
 - Film Studies 3150 – approved
 - Film Studies 3770 – approved
 - Philosophy 2751 – approved with contingency
 - History of Art 4620 – approved
 - Classics 3191 – approved
 - Natural and Mathematical Sciences Subcommittee
 - N/A
 - Social and Behavioral Sciences Subcommittee
 - Atmospheric Sciences 4981 – approved with contingency
 - Geography 3360 – approved with contingency
 - Psychology 6875 – approved with contingency
 - Race, Ethnicity and Gender Diversity Subcommittee
 - N/A
 - Themes Subcommittee 1
 - N/A
 - Themes Subcommittee 2
 - Philosophy 2344 – approved with contingency
 - Comparative Studies 3007 – approved
 - Scandinavian 3270 – approved
 - Biology 3870 – approved
 - AAAS 4620 – approved with contingency
 - Civics, Law, and Leadership 3212 – approved with contingency