**ASCC Themes Panel**

Approved Minutes

Thursday, July 14th, 2022 10:00AM – 12:00PM

CarmenZoom

**Attendees**: Baker, Cody, Cohen, Conroy, Ferketich, Fredal, Hilty, Kogan, Nagar, Putikka, Rush, Soland, Steele, Vaessin, Vankeerbergen

1. Approval of 06/09/2022 and 06/23/2022 Minutes
	* Kogan, Vaessin, **unanimously approved**
2. EEOB, Earth Science and History 2911 (existing team-taught cross-listed courses with GE Natural Science – Biological Science & Physical Science and GE Historical Studies; request to change from 1000-level to 2000-level; requesting new GE Themes: Citizenship for a Diverse and Just World, Lived Environments, and Sustainability with Interdisciplinary Team-Teaching High-Impact Practice) (Tabled from last meeting)
	* Theme Advisory Group: Sustainability
		+ **Approved at 06/23/2022 Themes Panel meeting with contingency**
	* Themes Panel: Sustainability
		+ **The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:**
			- **History 2911: Please add to the exclusion list History 1911.**
			- **EEOB 2911: Please add to the exclusion list EEOB 1911.**
		+ **The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-into the Legacy GE program.**
		+ **The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):**
			- **On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and can be found on ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**).**
			- **The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.**
		+ **The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.**
		+ *The reviewing faculty recommend updating the out-of-date Title IX statement (as found on page 7 of the syllabi). The most up-to-date version of the Title IX syllabus can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
		+ *The reviewing faculty recommend clarifying the grading section (as found on page 3 of the syllabi) of the syllabi, as currently the percentage points do not seem to total 100% in its current form. Specifically, it appears that an additional 5% is added to the “Top Hat lecture questions”, as the “Lecture” section adds up to 65% and not 60% as stated.*
		+ Kogan, Putikka, **unanimously approved** with **four contingencies** (in bold above) and *two recommendations* (in italics above)
	* Themes Advisory Group: Lived Environments
		+ **Approved at 06/23/2022 Themes Panel meeting**
	* Themes Panel: Lived Environments
		+ **The reviewing faculty understand and made the necessary connections in the course proposal between the idea of Lived Environments and the course materials provided. However, they worry that students (who are non-content experts) will be unable to distinguish the difference between Lived Environments and Sustainability. They kindly request that, in the course syllabi, the language of Lived Environments be further clarified and more clearly connect itself to the GE Theme: Lived Environments while providing context about how this Theme category is separate from the Sustainability category.**
		+ **The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:**
			- **History 2911: Please add to the exclusion list History 1911.**
			- **EEOB 2911: Please add to the exclusion list EEOB 1911.**
		+ **The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-in to the Legacy GE program.**
		+ **The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):**
			- **On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and can be found on ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**).**
			- **The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.**
		+ **The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.**
		+ *The reviewing faculty recommend updating the out-of-date Title IX statement (as found on page 7 of the syllabi). The most up-to-date version of the Title IX syllabus can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
		+ *The reviewing faculty recommend clarifying the grading section (as found on page 3 of the syllabi) of the syllabi, as currently the percentage points do not seem to total 100% in its current form. Specifically, it appears that an additional 5% is added to the “Top Hat lecture questions”, as the “Lecture” section adds up to 65% and not 60% as stated.*
		+ Vaessin, Rush, **unanimously approved** with **five contingencies** (in bold above) and *two recommendations* (in italics above)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The Theme Advisory Group has amended their vote from the 06/23/2022 Themes Panel meeting to include the following contingency after hearing the discussion from the Themes Panel:
			- **The reviewing faculty ask that the GE Theme ELOs connect explicitly to dates and assignments found in the course calendar (as found on pages 11-13 of the syllabi).**
		+ Baker, Soland, **unanimously approved** amendment
	* Themes Panel: Citizenship for a Diverse and Just World
		+ The reviewing faculty recognize that the course content is incredibly relevant knowledge for students to have in order to be an actively engaged citizen, but they are unable to see where students will be learning the concept of citizenship and interact fully with the GE Goals and ELOs. They ask that areas where students will be expected to engage with the topic of citizenship be expanded upon and highlighted within the course syllabus (this can include course readings, assignments, lectures, etc.).
			- Additionally, the reviewing faculty ask that the course proposer(s) take care to not remove or displace the content being used to fulfill the Lived Environments and Sustainability Themes, as this could have potential impacts on their contingent approval of those Themes.
			- The reviewing faculty would also like to send a friendly reminder to the course proposer(s) regarding GE assessment. Given the proposed 3-year rotating assessment cycle, the course will constantly be in all aspect of the process (Data Collection, Analysis, and Improvement), which could place undue burden on the instructors and units.
		+ The reviewing faculty ask that the following exclusions be updated in the curriculum.osu.edu submission forms for their respective departments:
			- History 2911: Please add to the exclusion list History 1911.
			- EEOB 2911: Please add to the exclusion list EEOB 1911.
		+ The reviewing faculty ask that, on page 7 of the course syllabi, the language that states the Legacy GE categories are for students “Prior to Autumn 2022” be amended and clarified to inform students that these are requirements for them if they are on the Legacy GE program. The reviewing faculty worry that this could cause confusion to students, especially to those currently enrolled and on the Legacy GE program or transfer students who opt-in to the Legacy GE program.
		+ The reviewing faculty ask that the following copy and paste errors in the New GE language of all three syllabi be corrected (which can be found on pages 8-10 of the syllabus):
			- On pages 8-9, the ELOs are the same for Sustainability and Lived Environments and it is recommended that the correct ELOs be listed for the respective Theme categories (and can be found on ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>).
			- The Goals and ELOs for the Citizenship for a Diverse and Just World (as found on page 10 of the syllabus) mention studying “Sustainability”.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
	* High-Impact Practice: Interdisciplinary Team-Teaching
		+ The reviewing faculty thank the course proposer(s) for a thoughtful proposal. However, in its current form, they are unable to approve this course for the High-Impact Practice as it does not succeed in meeting the Integrative, Interdisciplinary Specific Objectives for the category. Please see the document here for further information on the category and its expectations: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/interdisciplinary-team-courses-description-expectations.pdf>
			- While they acknowledge that the course is being co-taught, in order to count within the Interdisciplinary Team-Teaching category, a course must establish that an interdisciplinary co-teaching style will be developed and introduced, as defined by the Office of Academic Affairs. For example,
				1. “In multidisciplinary courses, faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses, whether taught by teams or individuals, faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated *synthesis* of the separate parts that provides a larger, more holistic understanding of the question, problem or issue at hand. Smith’s iron law bears repeating: ‘Students shall not be expected to integrate anything the faculty can’t or won’t’ (quoted in Gaff, 1980, pp. 54-55). (Klein & Newall, 12).”
				2. “A team-taught course requires that two or more faculty from different disciplines, programs or departments develop and offer a course together. Team-taught courses must be taught collaboratively by faculty who integrate distinctly separate disciplines, model interdisciplinary academic exchange, and demonstrate the interdisciplinary nature of the course. This includes explicitly synthesizing across and between the disciplines that each instructor brings to the team-taught, interdisciplinary course."
				3. “Teaching partners are expected to collaborate on defining the objectives for the course, putting together the course materials, conducting the formal instruction of students, and evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered team-taught courses.”
		+ **No Vote**
	* High-Impact Practice: Interdisciplinary Team-Teaching Themes Panel Addendum
		+ The Themes Panel believes it might be necessary to change the name of the Interdisciplinary Team-Teaching High-Impact Practice, as the current title appears too broad. In their experience, this term is understood differently by different faculty/instructors, different departments/units, and even different disciplines. They would like to discuss what can be done at the administrative level to assist in alleviating this confusion, perhaps by renaming the category.
3. Slavic 3320 (new course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ Ferketich, Nagar, **unanimously approved**
4. Psychology 3900 (new course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ **The reviewing faculty request that the GE Goals, ELOs and a rationale underneath that explains how the course will satisfy the Goals and ELOs be added to the course syllabus, per a requirement of the College of Arts and Sciences. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**.**
		+ Nagar, Putikka, **unanimously approved** with **one contingency** (in bold above)
5. History 5255 (new course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ Vaessin, Nagar, **unanimously approved**
6. English 3011.01 (new course; requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ Vaessin, Nagar, **unanimously approved**
7. South Asian Studies 3220 (new course requesting to be offered 100% DL & new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty would like to see citizenship be foregrounded more within the course syllabus. Presently, it appears that the course is more heavily based on issues of integration and interaction, rather than the idea of citizenship, and ask that citizenship be made more prevalent in the course syllabus.
		+ The reviewing faculty ask that course assignments and lecturers be directly linked to the GE Theme: Citizenship for a Diverse and Just World ELOs.
		+ **No Vote**
	* Themes Panel
		+ *The reviewing faculty recommend removing the reference to University-provided iPads, as this program is no longer offered to students (see page 5 of the syllabus).*
		+ *The reviewing faculty recommend adding Netflix subscription in the Required Materials section of the course syllabus.*
		+ Ferketich, Putikka, **approved** with **one abstention** with *two recommendations* (in italics)
8. History 3676 (new course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ The reviewing faculty ask for further clarification and explanation in the course syllabus about how the course will be engaging in the topic of citizenship and meeting the GE Goals and ELOs. Specifically, they would like to see an elaboration on how the course will be an advanced study course in the idea of citizenship, as currently it seems to be only an advanced study course in the idea of leadership.
		+ **No Vote**
9. German 3351 (existing course with GEL Cultures and Ideas & Diversity – Global Studies; course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ *The reviewing faculty recommend linking course assignments to individual GE ELOs to help clarify to students how they will be meeting the ELOs for the category.*
		+ Soland, Baker, **unanimously approved** with *one recommendation* (in italics above)
	* Themes Panel
		+ *The reviewing faculty recommend correcting, on page 2 of the syllabus, how much the “In-class Exercises” count within a student’s final grade. The percentage is listed as 14% total, but the 2 individual assignments are listed as worth 5% each, for a total of 10% and not 14%.*
		+ *The reviewing faculty recommend updating the Title IX statement, found on page 4 of the syllabus, to the most up-to-date statement. The most up-to-date Title IX statement can be found on the ASC Curriculum and Assessment Services website at:* [*https://asccas.osu.edu/curriculum/syllabus-elements*](https://asccas.osu.edu/curriculum/syllabus-elements)*.*
		+ Kogan, Nagar, **unanimously approved** with *two recommendations* (in italics above)
10. Anthropology 5624 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ **The reviewing faculty ask that GE Goals 1 and 2 and GE ELOs 1.1, 1.2, 2.1, and 2.2 be added to the course syllabus, as all GE Goals and ELOs for the Theme category must be in the course syllabus, per a requirement of all General Education courses. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**.**
		+ **The reviewing faculty would like some additional clarification from the department surrounding the prerequisites for this course. The course has a prerequisite of Anthropology 2200 or 2201 or 2202. As previously indicated for other Theme submissions from the Dept of Anthropology, Anthropology 2200has itself a prerequisite of Biology 1101 or equivalent. General Education courses should have few to no prerequisites and the reviewing faculty worry that having this set of prerequisites is too restrictive for a General Education course. They respectfully ask again that the Dept of Anthropology consider removing Biology 1101 as a prerequisite for Anthropology 2200.**
		+ **The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.**
		+ *The reviewing faculty recommend removing the language regarding the OSU standard grading scale (page 8 of the course syllabus), as The Ohio State University does not have a standardized grading scale and instructors may utilize a grading scale that reflects the needs of their course.*
		+ Vaessin, Putikka, **unanimously approved** with **three contingencies** (in bold above) and *one recommendation* (in italics above)
11. Anthropology 5626 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Soland, Baker, **unanimously approved**
	* Themes Panel
		+ **The reviewing faculty ask that GE Goals 1 and 2 and GE ELOs 1.1, 1.2, 2.1, and 2.2 be added to the course syllabus, as all GE Goals and ELOs for the Theme category must be in the course syllabus, per a requirement of all General Education courses. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** [**https://asccas.osu.edu/new-general-education-gen-goals-and-elos**](https://asccas.osu.edu/new-general-education-gen-goals-and-elos)**.**
		+ Nagar, Vaessin, **unanimously approved** with **one contingency** (in bold above)
12. City and Regional Planning 4597 (existing course with GEL Cross-Disciplinary Seminar; requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty thank the department for their submission, but are unable to seehow the proposal , in its current form, will meet the GE Goals and ELOs for the GE Theme: Citizenship for a Diverse and Just World category. They ask that the idea of citizenship be more thoroughly integrated throughout the entirety of the course. Additionally, they ask that individual course assignments and course lectures be linked to specific GE ELOs.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty are unable to seehow the proposal, in its current form, is an advanced study in the idea of Citizenship. They recommend potentially redesigning the course to fit within a different GE Theme, such as the Lived Environments Theme, as they believe it could be a better fit within a different category. To review the GE Goals and ELOs to determine if this would be a better fit for a different GE Theme category, please visit the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
		+ The reviewing faculty ask that the disability services statements, found on page 9 of the syllabus, be updated to the most recent version, as Student Life – Disability Services is no longer in Pomerene Hall. The disability statement can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
		+ The reviewing faculty recommend updating the course attendance policy, as found on page 8 of the syllabus, as it currently reads, “A student with more than four unexcused absences can be dropped from the course and given ‘E’”. While a course instructor has the liberty to award the letter grade of “E” when a student does not attend four class sessions, they are unable to formally drop a student, and therefore the reviewing faculty recommend removing this policy from the course syllabus.
		+ The reviewing faculty recommend updating and clarifying the course syllabus in the following ways:
			- On page 4 of the syllabus, there is mention that a student is evaluated based on 3 exams, yet only 2 appear under the “Evaluation and Grades” section.
			- On page 5 of the syllabus, there is mention that unexcused late assignments will receive “adverse grade adjustment (AGA)”. It is recommended that this be updated to include quantifiable consequences for students.
			- On page 5 of the syllabus, clarify where a student can expect to purchase the required texts/materials.
			- On page 10, clarify which students can utilize Knowlton Student Services, given this will be a General Education course and taken by students from colleges across the entire University.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
13. Engineering 2300 (new course requesting new GE Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty thank the department for this submission to the GE Theme: Citizenship for a Diverse and Just World, but they are unable to approve the proposal in its current form. They are unable to see how this course will engage with the idea of Citizenship as there does not appear to be any demonstrated connection to the topic of Citizenship within the course syllabus. Additionally, while they appreciate the separate reading list provided, only one of the selected course readings is marked to engage with the idea of Citizenship. The reviewing faculty would like to see a substantial reworking of the course to further engage with the idea of Citizenship and fulfil the GE Goals and ELOs for the GE Theme category as well as see explicit course assignments and lectures linked to specific GE ELOs.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty concur with the points brought to attention by the Theme Advisory Group and do not find this course to be a fit within the Citizenship category, as they are unsure how this course is an advanced study of Citizenship.
		+ The reviewing faculty would like to see the following items added or edited in the course syllabus:
			- Please add the academic misconduct and disability services statements to the course syllabus. The most up-to-date statements can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
			- Please remove reference to the “GEC” on page 2 of the course syllabus, as the GEC refers to the General Education program that the University wass operating under before semester conversion in 2012 That is, the GEC has not been used in 10 years.
			- Please add a brief rationale following the GE Goals and ELOs in the course syllabus (syllabus page 3) that explains how students can expect to fulfill the GE Goals and ELOs.
			- On page 4 of the syllabus, please remove the reference to this course being ENGR 1300, under the “ABET Criterion 3 Student Outcomes”.
			- Please break down the current multi-week calendar (pages 5-6 of the syllabus) to reflect what students should be expected to do during each class session. This should include lecture topics, assignment due dates, required readings, etc.
			- The Embedded Literacies: Advanced Writing information (as found on pages 3-4) should be either removed or clearly indicated as pertaining only to specific majors. Embedded Literacies are chosen by individual major programs and, therefore, this course will only be able to satisfy the Advanced Writing component for your department’s specific majors. Students in other majors who will be taking the course for a GE Theme will not be able to fulfill their advanced writing embedded literacy requirement via this course.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
	* Themes Panel: Addendum
		+ The Themes Panel would like to communicate their concern to Meg Daly, Associate Dean for Undergraduate Education, that departments across the University can funnel their students into taking in-house General Education Themes courses by also double-counting them as a major’s Embedded Literacies requirement.
14. Engineering 2301 (new course requesting new GE Theme: Citizenship for a Diverse and Just World with Research & Creative Inquiry High-Impact Practice)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty thank the department for this submission to the GE Theme: Citizenship for a Diverse and Just World, but they are unable to approve the proposal in its current form. They are unable to see how this course will engage with the idea of Citizenship as there does not appear to be any demonstrated connection to the topic of Citizenship within the course syllabus. Additionally, while they appreciate the separate reading list provided, only one of the selected course readings is marked to engage with the idea of Citizenship. The reviewing faculty would like to see a substantial reworking of the course to further engage with the idea of Citizenship and fulfil the GE Goals and ELOs for the GE Theme category as well as see explicit course assignments and lectures linked to specific GE ELOs.
		+ **No Vote**
	* Themes Panel
		+ The reviewing faculty concur with the points brought to attention by the Theme Advisory Group and do not find this course to be a fit within the Citizenship category, as they are unsure how this course is an advanced study of Citizenship. Additionally, they would like to see the course to be less student-directed research and to incorporate more instructor-lead content.
		+ The reviewing faculty would like to see the following items added or edited in the course syllabus:
			- Please remove reference to the “GEC” on page 2 of the course syllabus, as the GEC refers to the General Education program that the University was operating under before semester conversion in 2012 That is, the GEC has not been used in 10 years.
			- Please add the academic misconduct and disability services statements to the course syllabus. The most up-to-date statements can be found on the ASC Curriculum and Assessment Services website at: <https://asccas.osu.edu/curriculum/syllabus-elements>.
			- Please add a brief rationale following the GE Goals and ELOs in the course syllabus (syllabus page 4) that explains how students can expect to fulfill the GE Goals and ELOs.
			- On page 4 of the syllabus, please remove the reference to this course being ENGR 1300, under the “ABET Criterion 3 Student Outcomes”.
			- Please break down the current multi-week calendar (page 6of the syllabus) to reflect what students should be expected to do during each class session. This should include lecture topics, assignment due dates, required readings, etc.
			- The Embedded Literacies: Advanced Writing information (as found on page 4) should be either removed or clearly indicated as pertaining only to specific majors. Embedded Literacies are chosen by individual major programs and, therefore, this course will only be able to satisfy the Advanced Writing component for your department’s specific majors. Students in other majors who will be taking the course for a GE Theme will not be able to fulfill their advanced writing embedded literacy requirement via this course.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
	* High-Impact Practice: Research & Creative Inquiry
		+ The reviewing faculty thank the department for their submission but are unable to approve the proposal in its current form. They would like additional information surrounding the Research & Creative Inquiry portion of the proposal, specifically:
			- In the course syllabus, it should be explicit as to what the instructor will be expected to coordinate for the students. Currently, the reviewing faculty are not entirely clear on the instructor’s role within the course.
			- In the course syllabus, please be more explicit surrounding the expected outcomes of the research/creative inquiry, the final product, student expectations, etc. What is being taught to students throughout the course and where does this happen? The reviewing faculty would like to mention that the Research & Creative Inquiry should be an experience that instructs students in methods, require students to complete research/creative inquiry throughout the entirety of the course, and offer students an opportunity for reflection.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
15. Education: Teaching & Learning 5005 (existing course requesting new GE Theme: Citizenship for a Diverse and Just World (Return)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ The reviewing faculty thank the department for the thoughtful revisions to the course and its content. However, while they recognize the course has a connection to the idea of Citizenship, they still find this course to focus on diversity and equity rather than Citizenship. They ask that Citizenship be more thoroughly developed throughout the course, with attention paid to the GE Goals and ELOs.
		+ The reviewing faculty request a cover letter be submitted that details any changes made in response to the feedback provided by the Panel.
		+ **No Vote**
	* Themes Panel
		+ Ferketich, Nagar, **unanimously approved**
16. Political Science 2150 (existing course with GEL Social Science – Individuals and Group: requesting GEN Theme: Citizenship for a Diverse and Just World)
	* Theme Advisory Group: Citizenship for a Diverse and Just World
		+ Baker, Soland, **unanimously approved**
	* Themes Panel
		+ **The reviewing faculty request that GE Theme: Citizenship for a Diverse and Just World ELO 2.1 be added to the syllabus. The GE Goals and ELOs can be found on the ASC Curriculum and Assessment Services website at:** <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>.
		+ *The reviewing faculty offer the friendly recommendation to update the various syllabus statements to the correct campus-of-offering when the course is next taught.*
		+ Vaessin, Rush, **unanimously approved** with **one contingency** (in bold above) and *one recommendation* (in italics above)