**ASCC Themes Subcommittee I**

Unapproved Minutes

Thursday, Sept. 11, 2025 Haggerty Hall 255

**Attendees**: Andridge, Herrmann, Lower, Nagar, Ottesen, Patson, Rehbeck, Steele, Tuxbury-Gleissner, Vankeerbergen

**Agenda**

1. Approval of 8/28/25 minutes
	1. Rehbeck, Lower; unanimously approved.
2. WGSS 3400 (new course requesting GEN Theme Health and Wellbeing) (tabled from last time)
	1. **Contingency:** The Subcommittee thanks the department for their previous work in amending and updating several standard syllabus statements. Unfortunately, due to policy changes at the University between May 2025 and the current review, additional changes are needed at this time. As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. Student Life - Disability Services
		3. Religious Accommodations
		4. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 9-10 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* 1. *Recommendation:* The Subcommittee recommends that the description of the final paper (syllabus, pp. 5-6) clearly state that concepts of health and wellbeing must be central to the theses of students’ papers. While they acknowledge that it is *likely* that this will occur naturally (given that the list of novels “connect…health and wellbeing to reproductive justice” and noting the requirement to utilize sources explored in the course), they suggest making it explicit so that students understand that the paper is intended to allow them to demonstrate their mastery of GEN ELOs 3.1 and 3.2.
	2. Patson, Nagar; unanimously approved with **one contingency** (in bold above) and *one recommendation* (in italics above).
1. Consumer Science: Hospitality Management 3600 (new course already approved for 100% DL; requesting GEN Theme Traditions, Cultures, and Transformations **with Research and Creative Inquiry High Impact Practice**)
	1. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
	2. The Subcommittee asks that the department alter the course’s assignments so that the Theme has a stronger presence in most (if not all) of the assignments. Currently, the assignments appear to be strongly focused on the logistical concerns of the event planner (with some attention to the Traditions, Cultures, and Transformations Theme), rather than being strongly focused on the theme as viewed through the lens of event planning.

For example, the Media Plan (syllabus, p. 6 - Assignment 11/Week 11) currently centers on Media Selection and Professionalism (30 of the 50 points); this could be altered to include more attention to the history of wedding documentation and how that has changed over time due to technological innovations, including, e.g., painting, photography, videography, etc.

* 1. The Subcommittee does not believe that the course, in its current form, meets the GEN Traditions, Cultures, and Transformations Goals and ELOs. In general, they would like the theme to be the primary focus of the course, and have a stronger presence in the course’s activities, readings, and assessments (as noted above in item ‘b’); additionally, the reading list should be expanded to include a significant number of scholarly readings from a variety of disciplines. The Subcommittee offers the friendly suggestion that it may be helpful to consider what students outside of the Hospitality Management program might *need to know* and *need to be able to think critically about* in order to understand the wedding as a cultural tradition that changes over time. The Subcommittee offers the following comments regarding specific ELOs to aid the department in altering/augmenting the course:
		1. ELO 1.1 – The Subcommittee asks that the department provide students with further opportunities to engage in “critical and logical thinking” about the theme. As currently presented, critical and logical thinking in the course seems to be centered on the professional and practical aspects of wedding planning rather than centering around the theme.
		2. ELO 1.2 – The Subcommittee requests that the department provide a more “in-depth and scholarly exploration of the topic or idea of the theme”. Specifically, they are concerned that the course’s focus on the practical aspects of wedding planning (budget, timelines, site management, etc.) has prevented a deeper exploration of the cultures and traditions that would mark it as an advanced course in the theme. For example, they note that the focus on “identify[ing] key wedding customs, traditions, and rituals across global cultures and religions” (curriculum.osu.edu under “Course Details; Course goals or learning objectives/outcomes” and syllabus, p. 1) does not constitute an advanced study of the traditions of weddings in various cultures, and how those traditions have changed over time.
		3. ELO 2.1 – The Subcommittee asks that the department include in the course further readings from this field and adjacent scholarly fields (e.g. anthropology, sociology, history, comparative studies, etc.) so that students may “identify, describe, and synthesize” a variety of approaches to the theme through an in-depth study of the cultural values, ethical dilemmas, and changing traditions associated with weddings and marriage.
		4. ELO 3.2 – The Subcommittee asks the department include in the syllabus (via the course description, course assignments, and course materials) an identification of the “‘big’ idea or technological advancement” that is being studied in the course, and how this idea or advancement will be analyzed by students. They note that the department cites the Trend Analysis Paper and Media Plan assignments as fulfilling this ELO; however, these assignments focus on current practice in wedding planning and do not ask students to analyze how a particular idea or advancement changes weddings or wedding planning over time, “creating a major and long-lasting change in a specific culture.”
		5. ELO 3.4 – The Subcommittee requests that the department alter the course to engage more broadly with “changes and continuities over time”. Specifically, they are interested in an approach that examines the changes in cultures and traditions over a significant span of time *within that culture* rather than the planning of a particular ceremony or event. Currently, the department states that this ELO will be fulfilled by the “Timeline and Milestones” assignment and the “Ceremony Planning” assignment, which center on specific aspects of a particular wedding ceremony rather than the culture at large.
		6. ELO 4.2 – The Subcommittee notes and appreciates that students in the course will learn to *recognize* “differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals”; however, it is difficult to see how they will be presented with material that allows them to *explain* those differences in a profound way, avoiding the exoticization of different traditions and encouraging the synthesis of scholarly ideas about the theme.
		7. HIP – The Subcommittee does feel that the course has the potential (after significant revision) to be a Themes course; however, they do not see a path forward for the course as a 4 CH High-Impact Practice course. The final project, while appropriate as a culminating project for a 3-credit hour Themes course, does not meet the standards for a research and creative inquiry that “create[s] new knowledge or advance[s] praxis” in the discipline.” Should the department wish to revise and resubmit the course, the Subcommittee asks that the course be resubmitted as a 3 CH course without the High-Impact Practice.
	2. As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. Student Life - Disability Services
		3. **Religious Accommodations**
		4. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 14 of the syllabus (now combined into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* 1. Theme: The Subcommittee declined to vote on the course at this time
	2. HIP: Rehbeck, Patson; unanimously denied.
1. Religious Studies 3681 (new course requesting GEN Theme: Health and Wellbeing)
	1. Comment: The Subcommittee commends the department for this unique course, and they appreciate the new dimension that it will bring to the Health and Wellbeing Theme.
	2. **Contingency:** The Subcommittee asks that the department provide more information about the readings and lecture/classroom content for the course (course calendar, pp. 7-13) and how they relate to the Health and Wellbeing Theme. They note that the guiding questions for each week are quite helpful, but they would like the theme to be more strongly woven into the questions so that the connections are apparent to the students in the course. For example, they observe that Week 2 and Week 3 (respectively) are devoted to defining religion and work in the U.S., but there is no evidence of the course content helping students to define “Health and Wellbeing” or explicitly outlining its relationship to work and religion.
	3. Patson, Rehbeck; unanimously approved with **one contingency** (in bold above) and one comment.
2. Civics, Law, and Leadership 3520 (new course requesting GEN Theme Traditions, Cultures, and Transformations)
	1. Note: The Subcommittee is aware that the Center is attempting to gain GEN approval for a large number of courses at this time. Since this course will require substantial reconstruction and reconception to meet the goals and ELOs of the category, the Subcommittee offers the friendly suggestion that the Center wait to revise this course until they have had a chance to compare it to other, successful proposals in this category. Exemplar proposals from other units are available on the [ASCCAS website](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-themes-0).
	2. The Subcommittee requests that the Center provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
	3. Though the Subcommittee understands that it can be difficult to create a course that is an advanced study of the theme and also accessible to a wider audience (especially in certain fields, such as economics), they ask that the Center reconsider the level of the course and whether it is appropriate for a general audience. They note that many of the readings are at a level that will require students to have substantial experience with microeconomics and statistics to understand the terminology, interpret the data, and think critically about the technical methodology and the results/findings. As the course has no prerequisites (and GEN Themes courses are discouraged from having a significant number of specific prerequisites), the Subcommittee is concerned that the students will be forced to rely solely on the instructor’s interpretation of the readings rather than being able to think critically and draw their own logical conclusions. If the Center wishes to continue to pursue GEN approval for this course, the Subcommittee asks that the reading list be substantially revised to make it accessible to a general audience.
	4. The Subcommittee requests that the Center narrow the focus of the course. They observe that most of the course seems to be centered on economy and religion in the Western world, and they offer the friendly suggestion that re-titling the course and narrowing its scope in this way will help to make the course’s purpose clearer to students. In its current form, it is unclear what specific “aspect of culture” (ELO 3.1) the course is analyzing, what “’big’ idea or technological advancement” is being considered as a change agent (ELO 3.2).
	5. The Subcommittee requests that the Center engage more fully with all of the goals and ELOs of the GEN Theme: Traditions, Cultures, and Transformations. The ways in which students will be both:
		* 1. Exposed to readings and materials that will allow them to engage in an “advanced, in-depth, and scholarly exploration of the theme” (ELO 1.2)

***and***

* + - 1. Given the opportunity to demonstrate their mastery of these ELOs

must be fully evident in the course description and objectives (syllabus, p. 1), the descriptions of the course’s assignments/assessments (syllabus, p. 3-5), and the course calendar (syllabus p. 5-9).

* 1. The Subcommittee asks that the Center re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2 under “GEN Goals & Learning Outcomes”). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the General Education Theme, as the requirement is for students to earn 4-6 credit hours in this category; stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Civics, Law, and Leadership 3520 is an approved course in the GEN Theme: Traditions, Cultures and Transformations category.”
	2. The Subcommittee observes that the percentages of students’ grades that are assigned to each exam are different in the chart on p. 3 of the syllabus (30% and 35%) and the description on p. 4 (40% and 35%).
	3. The Subcommittee observes that “Attendance” on p. 3 of the syllabus should likely be labeled “Attendance and Participation”, as the policy on p. 4-5 of the syllabus clearly outlines that a student’s grade in that portion of the course depends on both being present in class and being an active participant.
	4. The Subcommittee declined to vote on the course at this time.
1. Social Work 3597 (existing course with GEL Cross-Disciplinary Seminar previously approved for 100% DL delivery; requesting GEN Theme Health and Wellbeing)
	1. **Contingency:** As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. Student Life - Disability Services
		3. **Religious Accommodations**
		4. **Intellectual Diversity**

Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity Statement on p. 16 of the syllabus (now combined with the Title IX language into the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) and all other statements are current and accurate.

* 1. **Contingency:** The Subcommittee asks that the unit re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus p. 1 above “Goals and expected learning outcomes of all General Education Theme courses”). Since this is a 3-credit hour course, it does not, in and of itself, “satisfy” the “the Health and Wellbeing Theme of the General Education Curriculum”, as the requirement is for students to earn 4-6 credit hours in this category; stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Social Work 3597 is an approved course in the GEN Theme: Health and Wellbeing category.”
	2. **Contingency:** The Subcommittee requests that the unit include in the syllabus a brief, student-friendly paragraph immediately following the GEN Goals and ELOs on pp. 1-2 of the syllabus that explains how this course, in particular, meets the ELOs in this category, per a [requirement for all GEN courses.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	3. *Recommendation:* The Subcommittee recommends that the department state clearly on p. 1 of the syllabus that the course is 100% online and asynchronous.
	4. Patson, Ottesen; unanimously approved with **three contingencies** (in bold above) and *one recommendation* (in italics above).
1. Educational Studies: Counselor Education 5271 (new course already approved for 100% DL; requesting GEN Theme Health and Wellbeing)
	1. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
	2. The Subcommittee asks that the department augment the course’s readings, activities, and assessments to better reflect GE ELOs 1.1, 1.2, and 2.1. While they acknowledge that ELO 2.2 is well-met in the course, notably absent are: advanced assignments that allow students to undertake “critical and logical thinking” about the theme, in-depth engagement with and exploration of scholarship in the theme, and opportunities for students to “identify, describe and synthesize approaches or experiences” as they apply to the theme. While the course does not, at this time, meet the goals and ELOs of a GEN Themes course, the Subcommittee can *imagine* a version of the course that *includes* meaningful self-reflection, but *pairs* this self-reflection with a substantial number of scholarly readings that explore the theme from a variety of perspectives, and assessments that gauge students’ abilities to engage with this scholarship, synthesizing the ideas prevalent in the field with their own experiences. Additionally, they note that quizzes and exams that rely on true/false and multiple-choice questions are not considered to be “advanced” and are unlikely to be successful in assessing the GEN Theme goals and ELOs.
	3. The Subcommittee observes that the percentages listed in the table on p. 4 of the syllabus do not add up to 100%; this is likely due to the discrepancy between the percentage assigned to the Weekly Module Quizzes on the table (20%) and the percentage outlined in the description of that course component on p. 5 (25%).
	4. The Subcommittee asks that the department remove the language on p. 1 of the syllabus that identifies this course as “foundational”, as GEN Themes courses are intended to be advanced and beyond the level of the GEN Foundations. While the Subcommittee does understand that the department intends the course to be “foundational” *for the certificate*, this kind of language can still be confusing for students. One way to avoid this would be to state that the course is a required course in the certificate.
	5. The Subcommittee requests that the department list the GEN Goals and ELOs on the syllabus in their entirety (syllabus, p. 2-3). Currently, goals are not listed on the syllabus, some ELOs appear in a shortened format, and ELO 1.2 is missing from the list. The GEN Theme: Health and Wellbeing goals and ELOs should clearly be labeled as such, so as not to be confused with course-specific learning outcomes. The GEN goals and ELOs are available in an easy-to-copy-paste format on the [ASCCAS website](https://asccas.osu.edu/new-general-education-gen-goals-and-elos).
	6. As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
		1. Academic Misconduct
		2. **Student Life - Disability Services**
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* 1. The Subcommittee declined to vote on the course at this time.
1. Pharmacy 3430S (existing course requesting GEN Theme Health and Wellbeing **with Service-Learning High Impact Practice**)
	1. The Subcommittee requests that the college provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
	2. The Subcommittee asks that the college amend the course to so that students will be engaging with the theme of Health and Wellbeing at an “advanced and in-depth level”. To this end, they offer the following feedback:
		1. The Subcommittee asks that the college provide a list of readings for the course. They especially interested in understanding how the course’s materials will contribute to student “engag[ing] in advanced, in-depth, scholarly exploration” of the theme (ELO 1.2). They would also like to see how the course materials will play a role in students’ ability to “identify, describe, and synthesize approaches or experiences” (ELO 2.1) regarding the theme and the topic of the course.
		2. The Subcommittee asks that the course’s assessments be adjusted to allow students to demonstrate their abilities to think “critical[ly] and logical[ly]” about the theme, and “identify, describe, and synthesize approaches or experiences as they apply to the theme” (ELOs 1.1 and 2.1). The Subcommittee notes that, in its current form, the course depends heavily on Hypothesis activities and TopHat to assess students (syllabus, p. 6); these methods make it difficult for students to demonstrate their mastery of the Themes’ advanced ELOs.
		3. The Subcommittee notes that the social media campaign that students are asked to design is focused on a single research article (syllabus, p. 7). Given the weight that this project has, they ask that it be expanded to include more in-depth study and synthesis of information from a variety of sources.
	3. The Subcommittee requests that the college provide additional information about the Service-Learning component of the course, including the following:
		1. The Subcommittee would like to know what community or segment of the community is being served by this course, which the specific needs of that community are being met by students, and how students will achieve that.
		2. The Subcommittee asks that the college include in the syllabus an explanation for students regarding how the service project (the creation of a social media campaign) engages deeply with the theme, how it connects to the academic content of the course, and how it supports the advanced and scholarly nature of the course.
		3. The Subcommittee asks that the college provide further details about how students’ time will be spent in the course. As a 4-credit hour course that combines classroom learning with experiential learning (similar in nature to an internship, laboratory, or studio course), if approx. 110 minutes/week are to be spent in class (syllabus, p. 1), the students would then need to spend approx. 220 minutes/week working with the community partner to satisfy the requirements for a 4 credit hour course. The Subcommittee is particularly interested in knowing how students will spend their time at the Peletonia offices, given that the syllabus seems to describe students working on their own to do interviews and create the social media campaign, which would generally be considered homework rather than contact hours or instructional time. For further information, please see the definition of a semester credit hour in section 3335-8-25 of the [Faculty Rules](https://trustees.osu.edu/bylaws-and-rules/3335-8).
		4. On a related note, the Subcommittee requests that the college explain more clearly in the syllabus how students will spend their time when “on site” at the Pelotonia Offices and how that is related to their time spent on course work outside of class. From the description on p. 3 of the syllabus, it seems that this time will be spent working on the “Interview a Cancer Quester” and “Research Presentation/Social Media Campaign” assignments. However, if that is the case, the Subcommittee is unsure that students will have 6 hours/week of work outside of class to meet the requirements for a four-credit hour course.
		5. If the college has not already done so, the Subcommittee recommends reaching out to Claire Sweigert.10, Program Director for High-Impact Practices, whose office supports the development of Service-Learning courses.
	4. The Subcommittee asks that the college include in the syllabus a statement identifying the course a part of the GEN Theme: Health and Wellbeing category, a listing of the goals and ELOs associated with the GEN category, and a brief, student-friendly paragraph explaining how this course, in particular, will meet those goals and ELOs, per a [requirement for all GEN courses.](https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements)
	5. As of August 29th, 2025, all syllabi must have either a link to the statements below **or**these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or are incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](https://ugeducation.osu.edu/academics/syllabus-policies-statements) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
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* 1. The Subcommittee declined to vote on the course and the High-Impact Practice at this time.
1. Civics, Law, and Leadership 2200 (new course requesting GEN Theme Health and Wellbeing)
	1. Comment: The Subcommittee notes and appreciates the creative and unique nature of the self-help book critique and the assignments modeled on the writings of Benjamin Frankin. They observe that the course is attempting to connect the principles of good governance to happiness, and, by extension, health and wellbeing. The Subcommittee believes that the course has potential, and they offer the following contingencies to support the continuing development and refinement of the course.
	2. **Contingency:** The Subcommittee requests that the Center provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
	3. **Contingency:** The Subcommittee asks that the syllabus’ course description (syllabus, p.1) include information about how the course defines the concept of happiness and that the course calendar (syllabus, pp. 10-12) be augmented to include some material that will allow students to discuss, confirm, or challenge the assertion that America is a place of happiness based on scholarly evidence and research.
	4. **Contingency:** The Subcommittee asks that the Center augment the course calendar (syllabus pp. 10-12) to include (early in the course) some material that explicitly and clearly lays out the connection between happiness and health and wellbeing in a scholarly and evidence-based framework.
	5. **Contingency:** The Subcommittee asks that the Center include in the course calendar (syllabus pp. 10-12) a substantial number of advanced, in-depth scholarly readings that “use...varied content and highlight…open areas of inquiry, diverse interpretations, and cutting-edge perspectives” ([GEN Theme: Health and Wellbeing Rubric](https://asccas.osu.edu/general-education-program/gen-race-ethnicity-and-gender-diversity-themes-information/gen-themes-0)) surrounding the theme and the course content.
	6. **Contingency:** The Subcommittee requests that the Center include in the descriptions of the Ben Franklin Virtue Paper and Self-Help Book Project some instruction regarding how the scholarship addressed in item “e” above should be used by students when crafting their arguments, and how this scholarly work might influence these assignments.
	7. **Contingency:** The Subcommittee asks that the Center remove from the syllabus all references to specific requirements for honors students, as this course does not yet have an approved Honors Embedded version (syllabus pp. 1, 3, 5).
	8. **Contingency:** The Subcommittee asks that the Center re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2 under “GEN Goals & Learning Outcomes”). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the “GEN Theme: Health and Wellbeing”, as the requirement is for students to earn 4-6 credit hours in this category; stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Civics, Law, and Leadership 2200 is an approved course in the GEN Theme: Health and Wellbeing category.”
	9. Ottesen, Andridge; approved with **seven contingencies** (in bold above) and one comment.
2. Religious Studies 4370 (new course requesting GEN Theme Traditions, Cultures, and Transformations**with Research and Creative Inquiry High Impact Practice)**(return; the course has dropped its request for the Citizenship theme and replaced it with TCT)
	1. Tabled for time.
3. Cyber Security 2111 (new course requesting GEN Theme Lived Environments) (return; the course has dropped its request for Service-Learning HIP)
	1. Tabled for time.