

On Dec. 3rd, 2021 the Arts and Sciences Curriculum committee again considered approval of the GEN Bookend: Launch Seminar via updated materials provided by Meg Daly, Undergraduate Education. The Panel's feedback was as follows:

1) First bookend review/approval

- The Committee reviewed the updated materials provided by M. Daly in response to the Committee's requests after her visit during the last meeting. M. Daly provided an updated syllabus within the CarmenCanvas course shell for review.
- Committee Member Comment: It appears that one of our concerns, that individual instructors would unintentionally offer different versions of the course due to a vague syllabus, has been alleviated. It appears that there is not a lot of room for individual instructor decisions and that they simply administer this course.
- Committee Member Comment: What stands out is that, while the program director is still to be hired, the content of the course seems to be divided between informing students what the General Education program is, familiarizing them with it, and then familiarizing them with the ePortfolio system. There does not seem to be a lot for the Committee to review on a pedagogical level as this course seems incredibly pragmatic.
- Committee Member Question: Regarding the faculty-faces videos, how are the faculty chosen for these videos? Additionally, how is the content created and how does this relate to the on-the-ground teaching of the General Education? Are these faculty that record the video teaching General Education courses?
- Committee Member Comment: When reviewing this course, it was surprising that there was no introduction to any of the new General Education categories. Why is there no explanation about what Citizenship means, for example, for the GE Theme: Citizenship for a Diverse and Just World? The course appears to want to inform students why the General Education is important but does not ground students in any of the GE categories. Perhaps this is something that could be suggested in our review?
 - Committee Member Comment: That is true. However, what has been described by grounding students in the various GE Foundations and GE Themes is not something laid out in the Bookend ELOs. This course appears to meet the ELOs as written.
 - Committee Member Comment: This course should be attempting to do this work, however, and be pedagogically brave. For example, the first lecture could be about how The Ohio State University was founded as a Land Grant institution, what this means, and then using this background information to explain why categories, such as Citizenship, are important for students to ground themselves in during their time here at Ohio State and why it should matter to them, regardless of their major program.
 - Committee Member Comment: It is striking that this course appears very much instructional in what the new General Education program is but does not ask students to reflect on themselves or how they can use the General Education to their benefit in their program-of-study.

- Committee Member Comment: M. Daly mentioned that this course was intended to be taken within the first three semesters of a student's career, with a recommendation of the 2nd semester, but perhaps it would be more beneficial to ask students to take it during their 3rd semester? This would allow for students to reflect on their entire 1st-year at the University and would allow them to utilize the ePortfolio to reflect on their experience more holistically.
- Committee Member Question: How does this compete or compliment with the University Survey course already taken by new first-year students?
 - Committee Member Comment: University Survey, generally, covers the more pragmatic elements of the General Education. For example, in order to fulfill a Literature course, you must take one of these courses or in order to fulfill your Natural Sciences requirement, you must take one of those courses. Additionally, advisors, typically, will hold one lesson on the idea of a Liberal Arts education and what this means for students enrolled in a Liberal Arts institution such as The Ohio State University.
 - Committee Member Comment: When the bookend courses were first proposed early on within the General Education revision process, advisors were very excited to learn that people other than them would be talking with students about the importance of the General Education on a regular basis. The thought was that this course would complement University Survey, and it appears that the version we got is incredibly watered-down and not at all what we were initially told.
- Committee Member Comment: Would it be possible to gain further clarity on what happened to the initial implementation plan of utilizing live faculty lectures? That seems like a much better idea than the faculty-faces videos that we received in this version of the course and seems significantly more engaging for the students and faculty alike. If the intention was not to overburden faculty with additional work, why were faculty not consulted before this decision was made?