

Hi ASCC colleagues,

I had a follow up conversation with Bernadette and Luke last week and they encouraged me to send along some of what we talked about in Friday's meeting as an email so that it's all in one place and straight for everyone.

The Carmen shell and other content should be visible through your Carmen access page. You may need to toggle the checkboxes to include unpublished courses or courses where you are not the Instructor to see it (this is always my problem—maybe not an issue for others). The materials submitted to ASCC have been through review by a subcommittee of ULAC, which is acting as the local “curriculum committee” for the course since the offering unit (ACADAFF) has no such body. Upon approval by ASCC, the development team will finalize the course materials, using student feedback to refine student-facing content. The to-be hired program director will finalize the lesson plans.

This course was developed as a multi-section, coordinated course (along the lines of Bio 1113/1114, English 1110, or Psych 1100). There is core content and a shared pool of resources, with instructors making selections from that pool for their individual sections. Instructors will be hired, trained, and managed by a program director; that program director will also manage course assessment and course revisions in response to assessment. The regional campus offerings will be managed locally, with access to all resources developed for the Columbus offering and the option to customize content to highlight resources and opportunities on the campus of offering. Regardless of campus, the course is intended as a full term, hybrid delivery course (weekly synchronous online or in-person session), with per-section enrollment capped at 19.

I have added more detail to the Syllabus so that it stands alone from the Carmen shell, more like a conventional course submission. The Carmen shell includes selected readings, videos, and assignments that flesh out the syllabus. The readings and assignments are not examples in the sense that there are other things a student might do instead to address the goals of that week but in the sense that not all readings and assignments have been shared. The videos are examples in that more are being developed (and in that instructors may want to provide a subset to students--e.g., choose 8 from which students select 3).

Although the Launch seminar/first Bookend has its own goals and ELOs and so can be approved separate from the Reflection seminar/second Bookend the same way a first course in a multi-course sequence (e.g., Bio 1113/114, Chem 1210/1220; most sequential world language courses) would be approved, it is understandable that faculty reviewers have questions about that course. The second Bookend is in its final review by the development group, to be sent to ULAC in December—it will likely come to ASCC in early January. That course is a half term (7 week) hybrid delivery course. The shorter duration allows us more scheduling slots (and thus chances for reminders, registrations holds, and pushes), which is viewed as important for ensuring that students enroll in this required course prior to graduation. The second Bookend requires that a student has taken the first Bookend, but does not require that any other specific course be taken—it is designed to accommodate transfer students or students who have completed much of the GE through College Credit Plus or AP coursework. It emphasizes reflection on and consolidation of the interdisciplinary experience of general education and of the student's academic growth through their university education.

Thanks for your help with this!

Meg