



April 16, 2023

Brad Steinmetz, PhD  
Chair, Arts and Sciences Curriculum Committee

Dear Brad and colleagues,

Attached please find the revised syllabus for GenEd 4001 "GE Reflection." This document addresses the two contingencies identified by ASCC in their review of the course. In both cases, addressing the contingencies required adding text; this new text is green in the document and explained the response below, following the excerpt from the email containing feedback that was sent by Michael. The comments and recommendations focus on things not in the syllabus, so these are addressed in text responses here rather than on the syllabus document.

- **Contingency:** The Committee asks that the course syllabus provide a brief rationale, underneath the ELOs located on page 2, that explains to students how this course will fulfill its ELOs. This rationale should be in the same style as is required from all General Education course syllabi discussed on the ASC Syllabus Template (see the ASC Curriculum and Assessment Services website here: <https://asccas.osu.edu/curriculum/syllabus-elements> ).

This has been added on page 2.

- **Contingency:** The Committee noticed that PebblePad, the ePortfolio software being utilized in this course, is not an entirely accessible program. Specifically, on the Ohio State Teaching & Learning Resource Center (see here for further information: <https://teaching.resources.osu.edu/toolsets/pebblepad/guides/accessibility-pebblepad> ), it states, "Users who are reliant on a screen reader or other assistive technology will encounter issues using PebblePad". The Committee is very concerned about the lack of accessibility features in this program, given that this course is a requirement for all students at the University and there is a required showcase assignment. They ask that the course development team show and/or develop a plan to ensure equitable access to the site for those who may struggle with access. Additionally, they ask that a note be provided within the course syllabus acknowledging that this program is not an accessible program to allow students to know up-front any potential issues with the technology.

We have added information about PebblePad to the "Accessibility of Required Technology" section of the syllabus (pg 9). We have not used specific language about the features and solutions that would apply to PebblePad. Instead, following a consultation with OTDI experts in accessibility on their recommended approaches and the specifics of PebblePad, we have explicated our policy around technology accommodations (in green) and listed Pebble Pad among required technology with a go link that will provide information about PebblePad and its accessibility.



The resolution of accessibility issues with PebblePad is part of ongoing conversations between OTDI and the software provider. The go link in the syllabus will connect students to the most up-to-date resources and the issues. Although we do not anticipate that every issue will be resolved, we expect the accessibility to change and so prefer to have a dynamic link that addresses the current state of the software and the best practices for using it need/support scenarios rather than specifying (perhaps outdated or irrelevant) solutions. We have been working with SLDS and OTDI on accessibility this term in support of a visually impaired student currently enrolled in GenEd 1201.

Finally, many of the accessibility issues in PebblePad are also present in Zoom and Carmen (also required for the class). Students in GenEd 4001 will be supported in developing an accommodation plan that addresses all of these simultaneously. We think that presenting them together, with similar and centrally supported resources, is the most constructive way to do this. The similarity of presentation and process we are using in addressing all required technologies aligns with Universal Design principles.

- **Comment:** The Committee asks that, as course assignments are finalized, it is clear in the rubrics and prompts that students can reflect not only on ideas that are academic in nature, but also ideas that may be personal, professional, civic, etc.

This is happening in the text of the assignments and rubrics. We are also incorporating this mode of thinking into the instructor training and resources for both Launch and Reflection to encourage broad implementation.

- **Recommendation:** The Committee would like to underscore the value of two points from the GEN implementation plan: introducing the ePortfolio at Launch as well as providing reflection prompts throughout GEN courses. The Committee also recommends sharing the syllabus for Reflection with students in Launch to give them an idea of the types of work and materials that will be involved.

We currently highlight this connection at the end of Launch and will continue to do so, referencing specifics of the plan for Reflection once it is approved. We are developing a short slide deck to share with all instructors that will provide standard language around this to ensure consistency for students. We will reference/link to the Reflection syllabus that will be deposited in the syllabus repository.

- **Recommendation:** The Committee recommends that the Exploration assignments be renamed. They worry that the wording of “exploration” may confuse students with other official ways the word “exploration” is used at the university, such as the Exploration program.

We discussed this following the conversation at ASCC. Although we acknowledge the connection between the historical “age of exploration” and colonization and exploitation of non-European people and natural systems, we found limited documentation of “exploration” as a term that is triggering or harmful. At present, we intend to continue to use this word, but will seek feedback from instructors about student perceptions of this word and any possible confusion between the assignments and the University Exploration program. Should there be a problem, we will revisit the name for these assignments.

- **Recommendation:** The Committee recommends including an assignment within Reflection that asks students to determine what courses they used to fulfill each of their General Education



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requirements. This could prove useful, especially for students who took the option to overlap any of their GEN Theme courses with a major requirement.

Following the suggestion at ASCC, we have been working on a multipronged assignment, with an initial phase where students “unpack” their degree audit into a PebblePad workbook, a complementary assignment where they map their experience with key competencies to coursework or experiences in their professional, extracurricular, or personal/civic lives, and then a discussion where they engage with and discuss their responses.

Sincerely,

**Marymegan Daly**

Associate Dean of Undergraduate Education



# SYLLABUS

# GE 4001

Reflection Bookend Seminar  
Spring 2024 – Online (synchronous)

## COURSE OVERVIEW

### Instructor

Instructor:

Email address:

Phone number:

Office hours:

### Course description

The GE Bookends comprise two, 1-credit courses. The opening “Launch” seminar, GenEd 1201, provides a strong introduction for the broad goals of the General Education program, introduces key skills, and supports sustained growth in terms of attaining program goals. This closing “Reflection” seminar provides opportunities for students to document and reflect on their academic and personal growth and allows for synthesis of the interests, interactions, and skills they’ve attained throughout the GE.

Reflection seminar is intended to support students in articulating how the time here at Ohio State has changed them in meaningful ways. Reflection seminar is a chance to help students really think about and consider their own learning in college and how to explain and apply what they learned to their own areas of interest as they move forward to impact the world. Reflection Seminar is specifically designed to support you in considering what role you will play in contributing to impact the big problems that the world is facing now, where no one discipline is going to have the solution. It’s not uncommon for new students to sign up for a Gen Ed course and ask, “Why do I have to take this class?” This course helps you answer that question by helping you see and articulate what you DID learn in your Gen Ed courses and see how those courses and the skills in them apply to your future.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.
- Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.
- Reflect on their developing intercultural competency.
- Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.
- Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality to achieve personal and professional goals.
- Critically evaluate the skills needed to maintain personal wellbeing and resiliency.

Students will satisfy these expected learning outcomes through close reading of assigned texts and close viewing of assigned videos, active participation in class discussion, successful completion of written assignments, and critical engagement with fellow students and the instructor. The culminating activity for this course is an ePortfolio through which students will showcase and explain artifacts that help them respond to prompts (see details below). The ePortfolio platform, PebblePad, is introduced in GenEd 1201 ("Launch Seminar") and will be re-introduced here. This platform is available free of charge to all OSU students (see below, under "Course Technology").

More specifically, the course will:

- Engage students in self-reflection and discussion about the academic disciplines, communities, and concerns that interest them. As students reflect on their goals and values, they will consider how these have been developed in their academic, professional, and personal experiences, and project how they might continue to engage with these in the future.
- Require students to select and then reflect upon artifacts from previous coursework or relevant experiences to document their engagement and growth with questions of personal, local, and global significance. This is accomplished through three prompts and activities that result in an ePortfolio.

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is 100% online with **required synchronous meetings**. This course has required zoom meetings once a week, with readings and work in CarmenCanvas. Refer to the course schedule, your instructor's Section Syllabus, and Carmen modules for your specific course meeting schedule. The CarmenCanvas course is divided into weekly modules that are released at least one week ahead of time. Students are expected to complete all "before class" work before class meetings.

**Credit hours and work expectations:** This is a **1-credit-hour course**. According to [Ohio State policy](#), students should expect around 1.5 hours per week of time spent on direct instruction (Zoom meetings, for example) in addition to 3 hours of homework (reading and assignment preparation, for example) to receive a Satisfactory grade.

### Attendance and participation requirements:

Research shows regular participation is one of the highest predictors of success. With that in mind, this course has the following expectations for everyone's participation:

- Participating in class sessions for engagement: **REQUIRED**  
You are expected to actively participate every week both in class sessions and online activities. If you have a situation that might cause you to miss more than one class session or an entire week of class, discuss it with your instructor as soon as possible.
- Respectful engagement: **REQUIRED**  
Your participation will be evaluated in part on your ability to communicate constructively and respectfully with other members of the class. To create a space that is welcoming to all learners, please maintain a respectful tone in your posts and responses, even when there is disagreement. Often when we disagree, asking questions of each other is an opportunity for us to learn more, challenge ourselves and grow in our ways of thinking.

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

All course materials will be freely available in the Carmen course. There are no additional fees related to this class.

### Required Technology

If you do not have access to the technology you need to succeed in this class, you can review options for technology and internet access at [go.osu.edu/student-tech-access](https://go.osu.edu/student-tech-access)

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection, webcam, and microphone
- BuckeyePass: a mobile device (smartphone or tablet) to use for authentication
- Microsoft Office 365: All Ohio State students are eligible for free Microsoft Office 365.
- Visit the installing Office 365 ([go.osu.edu/office365help](https://go.osu.edu/office365help)) help article for full instructions.

Core technology skills:

- Navigating CarmenCanvas ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week: <https://it.osu.edu/students>

## GRADING AND FACULTY RESPONSE

### How your grade is calculated

This course is graded Satisfactory (S) / Unsatisfactory (U). You will receive criteria for major assignments and will get feedback on your work. Each assignment will be scored as Exceeds Mastery Expectations (100%), Meets Mastery Expectations (75%), Does Not Meet Mastery Expectations (50%), or Not Completed (0). You will have the opportunity to revise and resubmit assignments that do not meet expectations. To pass the course, you must complete all assignments listed below (no scores of 0) and must have at least 450 points (75%).

Assignments that are not completed cannot be revised.

Please see Course Schedule for an outline of major assignments and see the CarmenCanvas course for specific due dates.

ASSIGNMENT CATEGORY	POINTS
Exploration assignments (3 reflective assignments)	300 (3 @ 100 points/each)
Portfolio Workbook assignments (4 pages of submissions)	100 (4 @ 25 points/each)
Final Portfolio + Peer Showcase	100
Engagement (Instructor discretion ex: attendance, participation in zoom, support of	100

peers, participation in online discourse via discussion board or email etc.)	
Total	<b>600</b>

See course schedule below for due dates.

## EXPLORATION ASSIGNMENTS

Throughout the course, students engage in three exploration assignments. These are active reflection opportunities that will be useful throughout their personal, professional, and civic lives. The explorations challenge students to articulate **WHAT** kinds of issues, problems, or questions interest and matter to them; consider **WHO** else might be interested in them and the interaction that will be necessary to work within those communities; and **HOW** they want to approach that work with resilience and strategies for ongoing personal development over time.

## PORTFOLIO ASSIGNMENTS

As part of the folio thinking approach embedded in the GE bookends, students will use the ePortfolio tool to support their exploration reflections with evidence of growth from their coursework, extracurriculars, work, and other formative experiences. Through a series of interrelated assignments, students will curate materials in an instructor facing workbook, then further refine those materials into a sharable portfolio.

# REFLECTION SEMINAR POLICIES

## Academic Integrity and Collaboration

We will engage with peer review and other collaborative activities that will impact and improve your work. However, your assignments, including discussion posts, should be your own original work. We will discuss this distinction more in class.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Work submitted after the deadline may receive less feedback and, unless excused, may not be accepted. Please communicate with your instructor about scheduling issues as soon as possible, regardless of the reason for late work.



## Instructor Feedback and Response Time

For assignments submitted by the due date, you should expect to receive feedback and grades within **seven days**. Assignments submitted after the due date, even if excused, may have reduced feedback, and confirmation of satisfactory completion may take longer to be posted.

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## OHIO STATE UNIVERSITY POLICIES

The following statements are required or encouraged to be published on all Ohio State syllabi. You should expect to see these statements on syllabi in all your courses. The university and college want to make sure all students understand these policies and that they are implemented in every class to best support you as a student.

All instructors teaching the GE Reflection Seminar endorse these policies and will uphold them to the best of their ability in all sections of this class. All policies are available for you to review at any time in Carmen on the menu item “Academic Policies.” If you have any questions about how these policies are relevant in this course, please reach out to your instructor.

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. **All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct.** Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and

employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- ▶ All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- ▶ The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or

overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Diversity, Equity, Inclusion, and Justice

Learning happens best in a culture of mutual trust. To that end, we will cultivate and promote an attentive space for all student voices, in particular those students who have been (and who often still are) excluded and/or discounted from academic spaces. In alignment with university values, we will work to promote diversity, equity, and inclusion, not only because diversity fuels excellence and innovation, but also because we want to pursue justice. The pursuit of justice begins with each of us taking responsibility for our actions in creating a safer, more inclusive environment. Every student has a right to equitable participation and to benefit from learning in this course. We see the diversity of perspectives as an asset that allows us to engage with previously overlooked points of view and to learn about and from others. Engaging productively with people from backgrounds different from your own is a skill that will position you to collaborate and learn, which will in turn empower you to thrive in new ways.

If you have observed or experienced unfair treatment on the basis of identity, please feel free to reach out. If you require further institutional support, the university's Office of Institutional Equity (OIE) coordinates the university's response to all complaints of harassment, discrimination, and sexual misconduct. To learn more about your rights to be free from harassment and discrimination, to get assistance connecting with support resources, or to file a report, please contact OIE:

- i. [Online Report Form](#)
- ii. Call – 614-247-5838
- iii. Email – [equity@osu.edu](mailto:equity@osu.edu)
- iv. An anonymous concern may also be reported through [EthicsPoint](#).

Curious about how to have a respectful dialogue with people from backgrounds different than your own? The [OSU Office of Diversity and Inclusion \(ODI\)](#) provides great resources for starting important conversations!

## Accessibility Accommodations for Students with Disabilities

### REQUESTING ACCOMMODATIONS

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

## DISABILITY SERVICES CONTACT INFORMATION

- ▶ Phone: [614-292-3307](tel:614-292-3307)
- ▶ Website: [slds.osu.edu](http://slds.osu.edu)
- ▶ Email: [slds@osu.edu](mailto:slds@osu.edu)
- ▶ In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## ACCESSIBILITY OF COURSE TECHNOLOGY

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- ▶ [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- ▶ Streaming audio and video
- ▶ [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- ▶ [PebblePad](https://it.osu.edu/eportfolio) (<https://it.osu.edu/eportfolio>)

The instructor will guide and support conversations about alternative technologies with all students who have SLDS accommodations. Students without documented accommodations who wish to discuss how changing technologies might support their success should discuss their needs with the instructor; permission to modify course practices may be granted at the discretion of the instructor.

Any concerns about accommodation and support for students with disabilities should be directed to Dr. Melissa Beers ([beers.3@osu.edu](mailto:beers.3@osu.edu)), Senior Director of the GE Bookends.

## Academic Integrity and Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If any instructor suspect that a student has committed academic misconduct in this course, they are obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student has violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

## FOR ADDITIONAL QUESTIONS, PROBLEMS OR CONCERNS:

- Check your course website on CarmenCanvas
- Contact your instructor (see your Section Syllabus for contact information)
- Contact the GE Bookends Program Senior Director

**Melissa Beers, Ph.D.**

Office of Academic Affairs (OAA)

**Undergraduate Education**

480 Student Academic Services Building

281 W. Lane Avenue, Columbus, OH 43210

tel: (614) 292-7143 - Office

[beers.3@osu.edu](mailto:beers.3@osu.edu)

## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Getting started, What is an issue you want to keep exploring? <ul style="list-style-type: none"> <li>• <u>Exploring what matters</u> Assignment due</li> </ul>
2		How can I document my development? <ul style="list-style-type: none"> <li>• <u>Portfolio section 1</u> due</li> </ul>
3		What intercultural and global considerations will I interact with? <ul style="list-style-type: none"> <li>• <u>Exploring Interaction</u> Assignment due</li> </ul>
4		Why do we need to consider our own competencies? <ul style="list-style-type: none"> <li>• <u>Portfolio Section 2</u> due</li> </ul>
5		How do I adapt to change in ways that support my goals and wellbeing? <ul style="list-style-type: none"> <li>• <u>Exploring Change</u> Assignment due</li> <li>• <u>Portfolio section 3</u> due</li> </ul>
6		Who is this reflection for? <ul style="list-style-type: none"> <li>• <u>Portfolio Wrapper</u> due</li> </ul>
7		Portfolio Showcase and next steps <ul style="list-style-type: none"> <li>• <u>Final Portfolio Showcase</u> assignment due</li> <li>• Next steps assignment due</li> </ul>
Finals		<ul style="list-style-type: none"> <li>• <u>Final Portfolio</u> Due</li> </ul>