Good afternoon Meg and Missy,

On Friday, March 24th, the Arts and Sciences Curriculum Committee held a discussion and e-vote on your proposal for General Education 4001, the GEN Reflection Bookend Seminar.

I am pleased to report that the Committee voted to approve the proposal with two contingencies, one comment, and three recommendations. As a reminder, the Committee's contingencies must be satisfied in a revision in order for the proposal to move forward, while the Panel's comment and recommendations can be implemented when the course is taught. Please see below for the Committee's feedback:

- **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).
- **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.
- **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.
- **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.

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.

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

Once a revision is ready for submission, please email a copy of all relevant materials to me, Bernadette Vankeerbergen, Assistant Dean for Curriculum (cc'd to this email), and Brad Steinmetz, faculty Chair of the Arts and Sciences Curriculum Committee (cc'd here).

I have been asked to share that the full Committee would like to review this revision when it is returned. The Arts and Sciences Curriculum Committee will meet two more times this semester, on Friday, April 21st and Friday, May 5th. After these dates, the Committee will not reconvene until the Autumn semester.

Should you have any questions regarding this feedback, please do not hesitate to reach out to Brad Steinmetz, faculty Chair of the Arts and Sciences Curriculum Committee, or me.

All my best,
Michael

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I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.