Term Information

Effective Term   Summer 2024

General Information

Course Bulletin Listing/Subject Area	General Education
Fiscal Unit/Academic Org	Undergraduate Education - D4229
College/Academic Group	Office of Academic Affairs
Level/Career	Undergraduate
Course Number/Catalog	2601
Course Title	GE Connection Seminar
Transcript Abbreviation	GE Connection Sem
Course Description	The Connection Seminar fulfills the GE Bookends requirement for transfer students. Students synthesize prior learning, articulate their academic interests, and develop plans and goals for their experience at Ohio State.
Semester Credit Hours/Units	Fixed: 1

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Grading Basis	Satisfactory/Unsatisfactory
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for General Education 1201 or General Education 4001; open to transfer students only.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0102
Subsidy Level	General Studies Course

Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

Launch Seminar

Course Details

Course goals or learning objectives/outcomes

- Reflect on their developing academic motivation as well as emerging professional or disciplinary identites.
- Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.
- Describe the integrative nature of the structural elements of the GE and purpose of the GE at Ohio State.
- 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 in order to achieve personal and professional goals.
- Critically evaluate the skills needed to maintain personal wellbeing and resiliency.
- Use technology effectively to accomplish academic and personal goals.
- Demonstrate basic familiarity with the ePortfolio system.

Content Topic List

- Welcome & Introduction
- Why do we have a GE?
- How can I document my development?
- What is an issue you want to keep exploring?
- Taking stock of where you are and where you're going.
- How can my portfolio and other technology support integrative learning across my GE?
- What intercultural and global considerations will I interact with?
- How can I interact with intercultural and global communities?
- How will my academic identity guide my future path?
- How do I adapt to change in ways that support my goals and wellbeing?
- Why do we need connections?
- How do I connect with audience?
- Portfolio Showcase and next steps

Sought Concurrence   No

Attachments

- GenEd2601 Syllabus final.docx: Final syllabus

  (Syllabus. Owner: Beers,Melissa J)

- GenEd2601 Syllabus final.pdf: Final syllabus PDF

  (Syllabus. Owner: Beers,Melissa J)

- Connections assignments alignment.pdf: Assignment alignment

  (Other Supporting Documentation. Owner: Beers,Melissa J)

Comments

• Thanks for this review! You are correct, it should be S/U. We will not have a fully asynchronous class until SP25,

but I will check that now. Thank you! *(by Beers,Melissa J on 03/04/2024 11:51 AM)*

• I believe there might be 2 mistakes in how the form in filled out:

- Why make it "S/U progress"? That's when you have a series of classes and the real grade it given at the end.

Shouldn't this class be simply "S/U"?

- Shouldn't it be checked off for 100% online? Am I not correct that in some cases the course will be taught fully

online with no in-person component? If so, please check off that box as well. *(by Vankeerbergen,Bernadette Chantal on*

03/03/2024 09:17 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beers,Melissa J	02/20/2024 03:30 PM	Submitted for Approval
Approved	Daly,Marymegan	02/20/2024 03:43 PM	Unit Approval
Approved	Reed,Kathryn Marie	02/29/2024 12:58 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/03/2024 09:17 AM	ASCCAO Approval
Submitted	Beers,Melissa J	03/04/2024 11:51 AM	Submitted for Approval
Approved	Daly,Marymegan	03/04/2024 11:57 AM	Unit Approval
Approved	Reed,Kathryn Marie	03/13/2024 06:35 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/13/2024 06:35 PM	ASCCAO Approval

SYLLABUS
GE 2601
Connection Bookend Seminar
Spring 2024 – [in-person or online-synchronous modality]

COURSE OVERVIEW

Instructor

Instructor:

Email address:

Phone number:

Office hours:

Course description

The GE Bookends provide a strong introduction for the broad goals of the General Education program, introduce key skills, and support sustained growth in terms of attaining program goals. Students document and reflect on their academic and personal growth through an ePortfolio, using that platform to connect their GE coursework, personal goals, and professional aspirations.

Connection seminar is intended to support transfer students who have completed the majority of their General Education prior to matriculating at OSU in contextualizing those academic experiences in relation to their developing plans and goals at Ohio State. It is a chance to synthesize their prior learning, articulate their academic goals, and explain and apply what they learned to their own areas of interest as they move forward to impact the world.

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.

- Describe the integrative nature of the structural elements of the GE and purpose of the GE at Ohio State.

- 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.

- Demonstrate basic familiarity with the ePortfolio system.

- Use technology effectively to accomplish academic and personal goals.

Students will satisfy these expected learning outcomes through close reading of assigned texts and close viewing of assigned videos, weekly sessions that will include creative workshop time to brainstorm and peer review work, 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). Students will present their work through PebblePad, an ePortfolio platform 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 changed and developed through 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 life experiences to document their engagement and growth with questions of personal, local, and global significance. This is accomplished through three creative reflection prompts and activities that result in an ePortfolio.

HOW THIS COURSE WORKS

Mode of delivery: The Connections Seminar is taught in-person and synchronously online. Refer to the course schedule, your instructor's Section Syllabus, and Carmen modules for your specific course meeting pattern.

Your CarmenCanvas course is divided into weekly modules. Students are expected to complete "before class" work and arrive to class prepared to ask questions and discuss the content. You will also see "After class" resources to help you complete assignments

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy, students should expect around 1 hour per week of time spent on direct instruction (Zoom meetings, for example) in addition to 2 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

- 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) help article for full instructions.

Core technology skills:

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (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 earn a grade of S and 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
Connection assignments (3 reflective assignments)	300 (3 @ 100 points/each)
Disciplinary Exploration	175
Portfolio Workbook assignments	125
Final Portfolio + Peer Showcase	100

Engagement (Instructor discretion for participation)	100
Total	**800**

See course schedule below for due dates.

CONNECTION 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 and reflection 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,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email 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 (go.osu.edu/ccsondemand) are

available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (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**
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
- Website: slds.osu.edu
- Email: 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 (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- PebblePad (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), 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.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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

COURSE SCHEDULE AT A GLANCE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		Welcome & Introduction • Claim a workbook Assignment due • Degree Audit due
2		Why do we have a GE? • Structure and Purpose of GE writing
3		How can I document my development? • Portfolio Workbook 1 due
4		What is an issue you want to keep exploring? • Connecting to What Matters Assignment due
5		Taking stock of where you are and where you're going • Academic identity Assignment due
6		How can my portfolio and other technology support integrative learning across my GE? • Digital Skills Competencies assignment due

Week	Dates	Topics, Readings, Assignments, Deadlines
7		What intercultural and global considerations will I interact with? • <u>Portfolio Workbook 2</u> due
8		How can I interact with intercultural and global communities? • <u>Connecting through Communities</u> Assignment due
9		How will my academic identity guide my future path? • <u>Identify audience</u> Assignment due
10		How will my academic identity guide my future path? • <u>Portfolio Workbook 3</u> due
11		How do I adapt to change in ways that support my goals and wellbeing? • <u>Connecting through Change</u> Assignment due
12		Why do we need connections? • <u>Portfolio Wrapper</u> due
13		How do I connect with audience? • <u>Portfolio Gallery Walk Peer Showcase</u> assignment due
14		Portfolio Showcase and next steps • <u>Next steps reflection</u> assignment due
		• <u>Final Portfolio</u> Due

Connections Seminar Assignment Alignment

Goals, Expected Learning Outcomes, and assignments of GenEd3001

Bookends: Connections Seminar	
Goals	**Expected Learning Outcomes**
Goal 1: Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry, and expression.	**Successful students will be able to …** **1.1** Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.
	1.2 Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.
	1.3 Describe the integrative nature of the structural elements of the GE and purpose of the GE at Ohio State.
Goal 2: Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.	**2.1** Reflect on their developing intercultural competency.
	2.2 Critically evaluate one's understanding and awareness of the global context, and to recognize opportunities to contribute to and shape the larger world.
Goal 3: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.	**3.1** Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality in order to achieve personal and professional goals.
	3.2 Critically evaluate the skills needed to maintain personal wellbeing and resiliency.
	3.3 Use technology effectively to accomplish academic and personal goals.
	3.4 Demonstrate basic familiarity with the ePortfolio system.

Assignments in GenED3001 fall into three categories, with sub assignments within each category (see syllabus for details). We have mapped each of these assignments to the Goals and ELOs of the course. The colored dots next to each assignment indicate which Goals are met through those assignments.

Connections assignments		Outcomes
Connecting with what matters	🔵 🟡	1.1; 2.2
Exploring connections	🔵 🟡	1.2; 2.1;
Connecting with change	🔵 ⚫	1.3; 3.1; 3.2

Disciplinary Exploration assignments		Outcomes
Looking back (degree audit)	🔵 ⚫	1.1; 3.1
Structure and Purpose of the GE	🔵	1.3
Academic Identity	🔵 🟡 ⚫	1.1, 1.2; 2.2; 3.1; 3.2
Digital Skills competency	🔵 ⚫	1.2; 3.2; 3.3
Identify Audience	🔵 🟡	1.1; 2.2
Next Steps reflection	🟡	2.2

Connections Seminar Assignment Alignment

Portfolio Workbook assignments				Outcomes
Claim Workbook	🔵	🟡	⚪	1.1; 2.2; 3.3; 3.4
Portfolio Workbook 1	🔵	🟡	⚪	1.2; 2.1; 3.3; 3.4
Portfolio Workbook 2	🔵		⚪	1.3; 3.1; 3.2; 3.3; 3.4
Portfolio Workbook 3	🔵		⚪	1.3; 3.3; 3.4
Portfolio Wrapper			⚪	3.1; 3.3; 3.4

Final Portfolio and Peer Showcase			Outcomes
Final portfolio	🔵		1.3; 3.3; 3.4
Peer Showcase	🔵	🟡	1.2; 2.1