**Overview of the Bookends**

The GE Bookends comprise two, 1-credit courses: a Launch seminar and a Reflection seminar. The Launch seminar 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. The Reflection seminar provides opportunities for students to document and reflect on their academic and personal growth and allows for program-level assessment through structured evaluation of learning artifacts and students’ responses to embedded questions within the ePortfolio.

**Proposed Goals and Outcomes of the Launch Seminar**

The Launch seminar will introduce the General Education program and connect it to students’ academic goals and to experiences in GE courses taken already through AP, CC+, etc.. Students will explore disciplinary lenses and their academic and personal goals as they tackle four key questions: “Who have I been?” “What is the university?” “What is the world?” and “Who do I want to become?” As they address these questions, students will discern and communicate their understanding of these questions; thoughtfully identify, select, and use information to identify and solve problems, and identify, expand and connect ideas to multiple audiences.

The Launch seminar will use a combination of presentation modules, assignments, and discussions to advance the following goals:

1. Students will articulate their academic identity and motivations, and identify opportunities to explore and express these goals
2. Students will describe disciplinary and personal perspectives and explain how these contribute to understanding and solving problems
3. Students will describe and discuss the institutions and cultural traditions of the U.S. and other nations
4. Students will investigate a problem and communicate their intellectual and emotional reaction to it.
5. Students will exercise curiosity, imagination, adaptability, and intentionality

The Launch seminar will consist of a hybrid delivery course (~10 h of content) and four hour-long sessions led by faculty (“Faculty Threads”). The focus of activities and discussions within the Launch seminar will be content presented through online modules and in the Faculty Threads. ELOs for Goals 1-4 are presented in the ELO subcommittee report and at the end of this document. Goal 5 will guide the development of content and rubrics in service of the other four goals.

**Proposed Goals and Outcomes of the Reflection Seminar**

The Reflection seminar is an online course and ePortfolio that aims to distill and extend the student experience with various academic disciplines and to facilitate their integration of their academic, professional, and co-curricular experiences. The Reflection seminar provides opportunities for students to document and reflect on their academic and personal growth and allows for program-level assessment through structured evaluation of learning artifacts and students’ responses to embedded questions within the ePortfolio.

The Reflection seminar will focus on connecting students’ academic experience, and career goals, encouraging them to see these as part of a larger context. They will consider and critically evaluate the work and experience of their GE through their ePortfolio and engage with facilitated online modules that encourage the students to see themselves and their interests in a global context, to assess their understanding and awareness of this context, and to recognize their opportunities to contribute to and shape this larger world. The new content will provide opportunities for students to describe and apply skills needed to maintain resiliency and personal well-being in contemporary society and plan for personal and professional engagement. In their discussions about their work and in the new work completed within the Reflection seminar, students will analyze the roles and impacts of human activity on their world, and practice the knowledge, skills, attitudes and qualities of an interculturally competent global citizen who can act appropriately and competently in a range of contexts and across human differences.

The Reflection seminar will use a combination of presentation modules, assignments, and discussions to advance the following goals:

1. Students will articulate their academic identity and motivations, and identify opportunities to explore and express these goals
2. Students will describe disciplinary and personal perspectives and explain how these contribute to understanding and solving problems
3. Students will explore issues of global interdependence and cultural competence.
4. Students will investigate a problem and communicate their intellectual and emotional reaction to it.
5. Students will describe and discuss intersections of human and natural systems
6. Students will exercise curiosity, imagination, adaptability, and intentionality

The Reflection seminar will be a facilitated online course that has ~8h of content. In addition to engaging with material introduced and developed within the Reflection seminar itself, students will interact with their ePortfolio to respond to prompts about their coursework in other GE courses (expected to encompass ~6 hours). Goal 5 will guide the development of content and rubrics in service of the other four goals.

**Logistics, Format, and Structure of the Bookends**

The Bookends seminars will both be S/U and are required for graduation for students.

The Bookends seminars will be administered by OAA via the Office of Undergraduate Education.

For both the Launch and Reflection seminars, modules will be developed by faculty, with support from an instructional design team from the Office of Distance Education and eLearning. Reflection prompts for GE artifacts will relate to the assignments and experiences within the GE and to the program, and will be developed by faculty, with support from an instructional design team from the Office of Distance Education and eLearning.

The Launch seminar is expected of all students on all campuses. Enrollment in sections of the Launch seminar will be campus specific but not college specific. Fully online sections will be available for students in online programs.

Regional campuses may elect to have a different balance of online versus in-person sessions, but will use the same content and materials.

Abbreviated (0.5 credit) versions of the Launch seminar may be developed for students who transfer at Rank 3 or above.

The Reflection seminar is expected of all students on all campuses. Enrollment in the Reflection seminar may be college-specific if there is a college capstone or Portfolio requirement that is co-satisfied with it. Customization and coordination will be encouraged to minimize duplication of effort.

Faculty proposals for Threads will include a brief discussion of the focus, a pre-meeting activity and an assessment activity (with rubric). Thread proposals will occur annually, and will be compensated at a rate reflecting the number of times the Thread is offered (minimum of 5 offerings/term/Thread). All faculty on all campuses will be eligible to offer Threads.

Students will initiate their ePortfolio when they enroll in the Launch seminar. As part of the Launch seminar, students will upload materials from this seminar and to document experience with GE coursework they may have already completed. This teaches them to use the ePortfolio and sets baselines for assessing program goals.

GE Themes courses and courses tagged as having “Embedded Elements” will be required to identify assignments that can be uploaded to the ePortfolio as part of their course submission process. Students will be advised to upload these during their Themes or Embedded Elements courses.

Programs that require an ePortfolio or similar capstone as part of their major or program can use the same ePortfolio space for both the GE and major portfolio.

The Launch seminar must be completed within the first three regular terms of enrollment (excluding summer). Students will be advised during orientation (and again in Survey) to enroll in the Launch Seminar in their second term, as to allow for greater alignment with Survey and other 1st semester program requirements.

Students will be reminded to complete the Reflection seminar starting in the second term of their Junior year (6th semester) or when they complete their GE program, if earlier.

Bookend seminars will be staffed by instructors on multi-year, FT contracts or by GTAs. Staff will receive training and support through a FT Bookends program coordinator.

**Mapping of the Bookends to the GE program goals**

The Bookends largely address GE Program goals, and so have been mapped to the GE Curriculum Map. In the scheme below, “L” refers to the Launch Seminar and “R” refers to the Reflection seminar. Exposure is expected to be introductory for the Launch Seminar and advanced for the Reflection Seminar. For Program goals with multiple verbs, this differentiation of levels might mean that at an Introductory level, only some of the verbs are accomplished (e.g., describe and discuss, rather than describe, analyze and discuss for 3.1).

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| **GE Program Goals and Objectives** | |  |
| **Goals** | **Expected Learning Outcomes** |  |
| **Goal 1: INTELLECTUAL & COGNITIVE SKILLS:**  **Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.** | **1.1** Locate and select information sources that are credible, relevant, and appropriate to the context. | **L**  **R** |
| **1.2** Demonstrate critical and logical thinking by analyzing and integrating information from multiple sources and disciplines. | **L**  **R** |
| **1.3** Read, listen, compose, and speak in a variety of genres and modalities for a range of purposes and audiences. | **L**  **R** |
| **1.4** Apply learned concepts and skills to new situations. | **R** |
| **GOAL 2: MODES OF INQUIRY: Successful students will engage with and apply a range of important modes of human thought, inquiry, and expression.** | **2.1** Analyze, explain, and appreciate modes of thought, inquiry, and expression current in art, cultural studies, design, history, literary studies, mathematics, natural sciences, philosophy, social sciences, and technology. | **L**  **R** |
| **2.2** Use methods of research, inquiry, creativity, and discovery across disparate disciplines to generate and respond to socially and ethically important topics. | **L**  **R** |
| **GOAL 3: EDUCATED GLOBAL CITIZENSHIP: 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.** | **3.1** Describe, analyze, and discuss the institutions and the diverse cultural traditions of both the U.S. and other nations, and issues of global interdependence. | **L**  **R** |
| **3.2** Examine, critique, and appreciate various expressions and implications of diversity, equity, and inclusion, both within and beyond U.S. society. | **R** |
| **3.3** Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world. | **R** |
| **3.4** Apply the knowledge, skills, attitudes and qualities of an interculturally competent global citizen in a range of contexts and across human differences. | **R** |
| **GOAL 4: EMOTIONAL, SOCIAL, AND PROFESSIONAL ABILITIES: Successful students will demonstrate skills and abilities needed for engaged citizenship, and personal and professional growth.** | **4.1** Describe and apply skills needed to maintain resiliency and personal well-being in contemporary society. | **R** |
| **4.2** Plan for personal, professional, and career development. | **L**  **R** |
| **4.3** Employ technology effectively and ethically to enhance academic, professional, and personal life. | **L**  **R** |
| **4.4** Appreciate and participate in a culture of engagement and service. | **R** |
| **4.5** Work collaboratively with others to achieve shared goals. | **L**  **R** |

**Bookends ELOs**

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| **Bookends: Launch Seminar** | |
| **Goals** | **Expected Learning Outcomes** |
| **Goal 1: Develop an understanding of the purpose and structure of the GE.** | **Successful students will be able to …**  **1.1** Describe the integrative nature of the structural elements of the GE. |
| **1.2** Demonstrate appreciation for the purpose of the GE. |
| **Goal 2: Begin to develop critical skills and habits to navigate the academic environment.** | **2.1** Use technology effectively to accomplish academic and personal goals. |
| **2.2** Demonstrate basic familiarity with the ePortfolio system. |
| **2.3** Critically consider implications of information and technology use. |
| **Goal 3: Articulate students’ academic and program goals and find opportunities to express those goals within the GE from various disciplinary perspectives.** | **3.1** Articulate one’s academic identity, motivations, and curiosity. |
| **3.2** Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives. |

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| **Bookends: Reflection 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. |
| **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** Criticallyevaluate 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 on the skills needed to maintain personal wellbeing and resiliency. |