

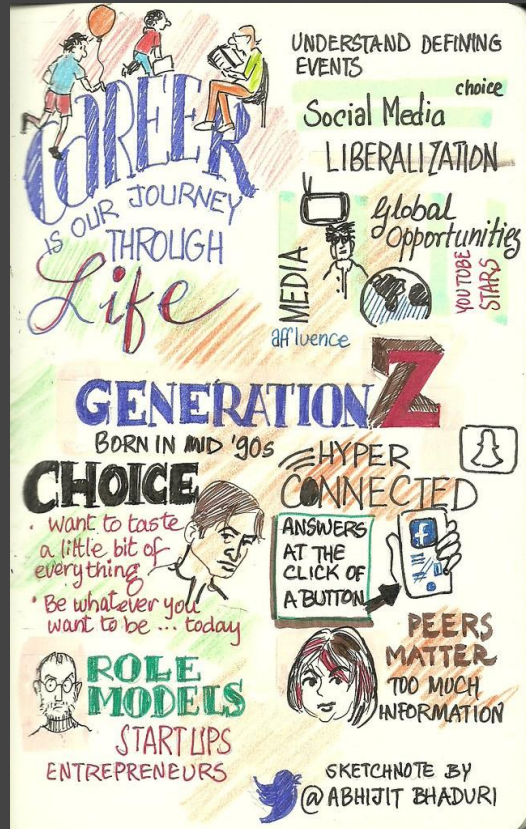
Re-imagining General Education

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Why re-imagine?: Keeping it Student Centered



Consider your students as you think about curriculum:

- **Intersectionality** - How do 21st century students understand themselves and their world?
- **Digital** - How do they access information?
- **Interdisciplinary** - How do they connect information to create knowledge?
- **Citizenship** - How do they use knowledge to develop wisdom?
- **Career readiness and Passion** - What engages them, keeps their focus, and drives their career journey?

Why re-imagine?: Social Justice in the Classroom

Making positive change in the world

- Connecting with students
- Discussing Real-world problems and multiple perspectives
- Creating classroom community
- Including authentic assessments



Summer Team Roster

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Paige Franklin (Assistant Dean, UG Curriculum)

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Laura Willey-Saunders (Admissions)

Sources

- GSR Self Study
- External reviewers
- Student focus groups
- AAC&U guidelines and materials
- Articles and research on general education trends
- General Education design at other institutions
- Gallup sponsored conference on higher education

Links to Resources

The summer group report and updates are available on a website under the Student Success and Academic Quality website.

This site will be updated through the process.

<https://www.gallaudet.edu/student-success-and-academic-quality/general-education-redesign>

The three proto-models

Adaptation model - seeks to meet the needs of 21st century students by building on strengths and adapting weaknesses of our current general education curriculum.

Hybrid model - seeks to build a broadly shared curriculum path that connects general education to student majors and minors.

Pathways model - seeks to be flexible and customizable to tailor to specific types of students we encounter.

Global Bison Curriculum

Mission

The Global Bison Curriculum (GBC) prepares students for successful learning in a complex world where traditional academic disciplines are interrelating, merging and overlapping. Instead of focusing on one subject or content area at a time, the GBC challenges students and faculty members to grapple with the complexities of an interdisciplinary academic setting that mirrors and prepares graduates for the complex world we live in—a world where technology provides instant access to an ever-growing body of information that weaves together the arts, sciences, and humanities.

Student Learning Outcomes

- SLO's**
1. Language and Communication
 2. Critical Thinking, Knowledge, and Inquiry
 3. Intersectionalities & Culture, Ethics, and Social Responsibilities
 4. Digital and Quantitative Literacy (or Analytics)
 5. Innovation, Entrepreneurship, and Creativity

Language and Communication

English (ENG)
ENG 50 [3] English Language Study: Reading and Writing

ENG
ENG 100 [3] Basic Interpersonal Communication Skills in English (personal essays, letter writing, emails, etc)

ENG
ENG 101 [3] Cognitive Academic Proficiency in English (research)

American Sign Language (ASL)
ASL 111 [6] American Sign Language I and II
ASL 211 [6] American Sign Language III & IV

ASL
ASL ??? [3] Basic Interpersonal Communication Skills in ASL

ASL
ASL ??? [3] Cognitive Academic Language Proficiency in ASL

Bilingualism
(ENG, ASL, EDU, INT, & L/N)

Digital/Quantitative Literacy

Mathematics (MAT)
MAT 50 [3] College Mathematics

MAT (Depending on Major Requirement(s))
MAT 130 [3] Precalculus
OR
Choose one or both:
MAT 125 [3] College Algebra
MAT 126 [3] Trigonometry

MAT
MAT 101 [3] Introductory Mathematical Applications

Data Analytics
(STM, PSY, SVK, BUS, SOC, ART, ASL)
* Data Visualization
* Virtual Reality
* Info Harnessing
* Artificial Intelligence
* Cybersecurity
* Video Production

FYS: Sell (Intersecting identities: Pride, & Deathhood) Taken in the first year

Others (Intercultural Fluency & Intersecting identities) Taken from a menu of approved courses in the second year

Community (Civil society, values, and ethics) Taken from a menu of approved courses in the third year

Global (International perspectives: Creativity, Innovation, and Entrepreneurship) Taken within one's major as a capstone course in the fourth year.

* Required

* Placements

* Variety of Courses

Innovation, Entrepreneurship, and Creativity

Department courses & Capstone courses; could be general studies courses for students from other clusters

Languages	9
Digital/Quantitative Literacy	3
First Year Seminar	3
3 Courses in different clusters	9
Total	24

Proficient English and ASL

Intermediate English and ASL

9

15+

3

3+

3

3

9

9

24

30+

Critical Thinking & Knowledge

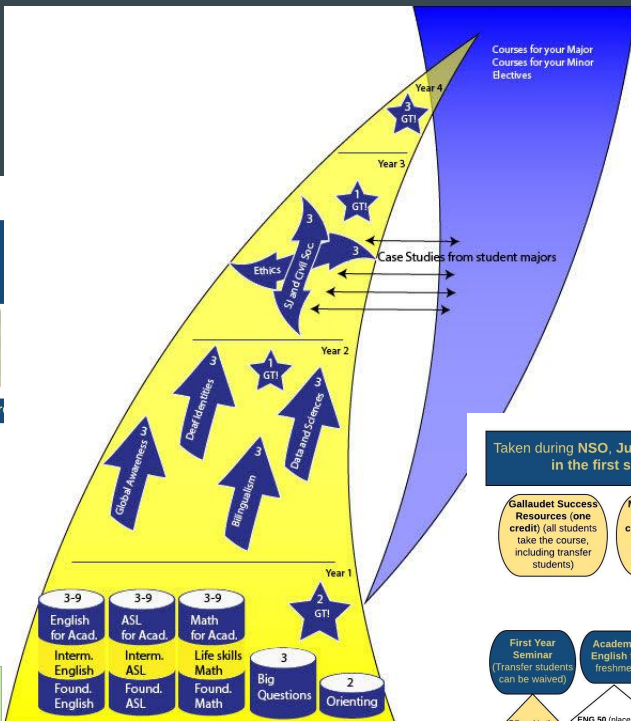
Department courses & Capstone courses; could be general studies courses for students from other clusters



Jumpstart

Peer Mentorship

Online/Face-to-Face Tutoring



Taken during NSO, Jumpstart, or early in the first semester

Gallaudet Success Resources (one credit) (all students take the course, including transfer students)

Major and Career Pathways (one credit) (all students take the course, including transfer students)

First Stage

First Year Seminar (Transfer students can be waived)

Academic English for freshmen

Academic ASL for freshmen and transfer students

Quantitative Reasoning (Students may be tested out of this basic MAT)

Offered in the cluster in which students are considering a major in.

ENG 50 (placement)
GE 102

ASL 111 (placement)
ASL 211
GE 103

MAT 50 (placement)
GE 104

Deafhood and Intersectional Identities
REQUIRED: 3 credits

Ethics and Social Justice
REQUIRED: 3 credits

Local and Global Leadership and Civic Society
REQUIRED: 3 credits

Quantitative Reasoning, Information Literacy, Data Analysis, Statistics
REQUIRED: 3 credits

Critical Thinking, Teamwork, and Innovative Creativity
REQUIRED: 3 credits

In the Second stage, students will have completed a total of **15 credits** of GE courses taken in different clusters.

Students who arrive college ready might complete all General Education courses in their first year. Students needing foundational courses can complete the First Stage in their first year, and Second Stage in their Second and Third Years. Students desiring to explore additional options may also expand their general education beyond the first year.

Peer Mentorship

Online/Face-to-Face Tutoring



Prior to Gallaudet

First Stage

Second Stage

Credits

2

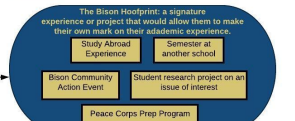
15

15

TOTAL

32

Add-On Options



What do the models have in common

- Similar Student Learning Outcomes that incorporate innovation, digital literacy, bilingualism, career development, global citizenship, and social justice into our current cluster of outcomes
- A first semester focused on foundational skills in ASL, English, and Math
- Department ownership of courses with course approval oversight by a faculty council
- Retention of our Student Success units (Jumpstart, Peer mentoring, tutoring, etc.)
- An oversight that needs correcting to include health and wellness outcomes

What makes the adaptation model unique?

- Combines some of our current SLOs and implements two new SLOs of digital literacy and innovation.
- Reduces the number of credits required for general education creating more room for student electives, double majors, and minors.
- SLOs can be completed across both general education course and courses within one's major field of study.

What makes the hybrid model unique?

- First Year Seminar becomes a 'sampler' of disciplinary approaches to a common Big Question
- Presumes two 3 credit courses on the average for ASL, English, and Math
- The Ethics course and Social justice/Citizenship course are taught using case studies developed by students from their major field of study
- Gallaudet That! sequence integrates classroom learning with career goals
- Capstone course is integrated into student majors
- Gated four year plan of development of skills (years 2 and 3 might be intermixed)

What makes the pathways model unique?

- Implementation at first will seem fairly similar to what we have now, but can become more tailored to student needs as we commit to gathering better data on our students and develop more adaptive learning strategies
- Two staged plan for foundational skills followed by advanced skills. Could be completed in two semesters if a student is well prepared for college, or extended through one's college career
- First year seminar course takes place within one's academic cluster to build a cohort of similarly interested students.
- Bison Hoofprint allows students to choose a high impact experience to make their mark on their educational experience.

Developments since the summer workshops

- Freaky Fun Friday General Education Redesign Workshops every Friday from 11-2 as open collaborative community gatherings.
- Proposal to Faculty Senate to establish an ad hoc Council on General Education to oversee design decisions, clarify duties for a permanent council and directors, communication and lobby for resource allocation and generation for General Education needs.
- Proposed Student Learning Outcomes and emerging structural model built off the Pathways Model but incorporating some elements from the others.

Second Draft of Proposed Student Learning Outcomes

As a Gallaudet Scholar, my General Education will equip me to:

1. Be a bilingual communicator in ASL and written English in a diverse and multilingual world.
2. Understand intersectional identities, articulating my own experience and respecting the experiences of others.
3. Engage a complex world as a responsible global citizen in collaboration with others.
4. Be a critical thinker who connects varied information to solve problems in innovative ways.
5. Understand the natural world through scientific methods.
6. Make ethical judgments and act with wisdom.
7. Use digital information technology effectively and responsibly.
8. Be intentional in understanding and cultivating my health and well-being.

Questions that guide our community discussions:

- Which of the three models best prepares 21st Century Gallaudet students for success? Give your reasons.
- Which of the elements do you see in the models that most excite you?
- After reviewing the three models, what elements do you think pose the most challenge? Give your reasons.
- Are there aspects of General Education that the models have overlooked?