

October 11th Update:

Much of our work this week was spent on revising the SLO phrasing. We were looking for ways to be concise and clear as to what the objective is for student learning. We were also looking to create measurable outcomes as we think ahead to assessment by using Bloom's Taxonomy Verb Charts to look for the right words to express what we want students to be able to do.

You'll see in some of the drafts some words in [square brackets]. In some cases, these are indicators of some of our options we mulled over as we revised the language of our SLOs. In other cases, they are 'to do' items on SLOs we didn't get to revising.

As we continue to wrestle with SLOs, we'd like to engage more closely with departments and programs that directly align with particular SLOs to gain feedback on how these are phrased and ideas on how to do meaningful assessment.

Third Draft of Proposed General Education SLOs:

As a Gallaudet scholar, my general education will equip me to:

1. Demonstrate [Pursue, Practice] bilingualism by communicating in ASL and written English in a diverse and multilingual world.
2. Articulate knowledge of intersectional identities, including personal worldviews, while respecting the experiences of others.
3. Cultivate humility and open-mindedness through civil and constructive dialogue [and engagement?] on local, national, and global levels.
4. Think critically and innovatively to make connections across disciplines.
5. Demonstrate science-based understanding to address problems within the natural world.
6. Make ethical judgments and act with wisdom. [Is the sophistication of this apparent to someone uninitiated with moral reasoning theory?]
7. Apply digital information technology effectively and responsibly. [include "technological literacy" here?]
8. Be intentional in understanding and cultivating my health and wellbeing. [consider moving understanding to the front]