

## Update for October 4, 2019

Three things to note:

1. There's a proposal to the faculty senate to form an ad hoc council on general education. This council would serve a number of functions including; identifying resources needed to support general education and bringing those to the administration for support, making decision on the curriculum itself and moving the process forward to a proposal to the committee on undergraduate education (CUE) for approval, to bring people from various departments together to sustain and advocate for general education. There's another big role for this committee I'll explain in a moment.
2. We continue our work in the 8 SLOs (student learning outcomes). They are:

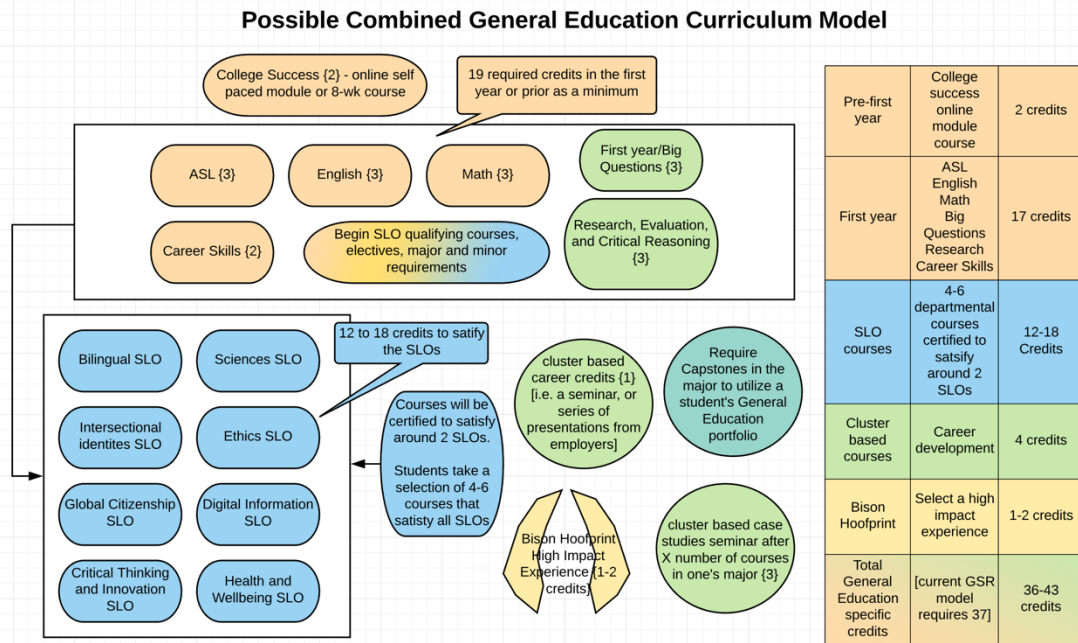
### Second Draft of Proposed Student Learning Outcomes

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

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

The 8 SLOs are not set in stone, we're still working with the language with good feedback from different departments. The idea is to perfect our communication of the specific SLOs and how they benefit our students.

3. We've been working with the three models from the summer group and started discussion on how we can combine the best parts of these into a single working model. The current possible curriculum map looks like:



The first year included 19 credits. Two can be completed before you arrive on your first day through an online self-paced module with videos of students, faculty, and staff. This can be used to address topics such as where do I find financial aid, where do I go for mental health counseling, where can I find health care, how and when is an appropriate way to contact my professors, and general “how to do college” sort of things for student success. By having an online module students can start before they arrive, they will recognize people they saw in the videos and connect quickly.

ASL, English, math, a big questions class provide the foundation for the first semester. The research course and big questions course can happen within clusters to provide multiple approaches to important questions that face our world and get a taste of how different academic disciplines approach such questions. The second semester will have research and critical thinking classes within students’ clusters as well as a general career builder course for job readiness. An additional ASL, English, math needed for developmental skills can also fit within this first year.

After that, we have 8 SLOs, students will take 4-6 courses from departments that are certified to satisfy all the SLOs. A course will be certified for around 2 SLOs and a variety of courses can be offered each semester to allow students to complete their SLO requirements before graduation.

Beyond that, we have room for a career building course within clusters that might be set up as a one credit experience for a series of speakers and employers in their field to come and talk about what skills are needed to get a job with them after graduation. Also within clusters, a case studies course that will develop students’ ability to develop case studies on real world

issues important to their majors then work together to discuss issues. Third, the Bison Hoofprint. Students will select a high impact practice that will shape their academic experience. Some examples; study abroad, study at another institution for a semester, peace corps certification, doing a large internship, to plan a community wide event to raise awareness on a serious issue. We look to be able to provide a variety of high impact experiences that will immerse students in their passion and draw together their skills.

Lastly, a capstone. Instead of a separate capstone for general education, the idea would be for each course taken for general education to produce a product for a student's academic portfolio. This portfolio would then be material for the capstone within one's major to incorporate into their senior project or thesis for the major.

None of this is set in stone! There's lots more to be done to perfect these ideas so come and join us!