

# RE-IMAGINING GENERAL EDUCATION



Facilitators: Niesha Washington-Shepard and Kirk VanGilder

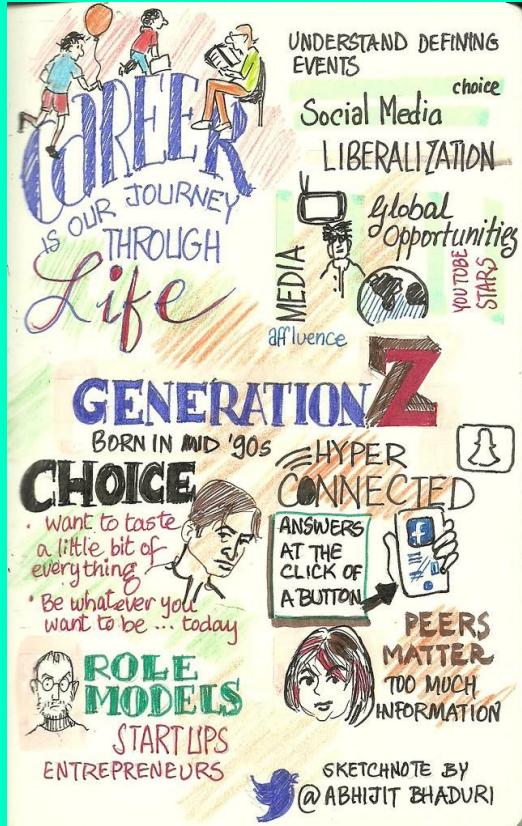
# FOOD FOR THOUGHT: SOCIAL JUSTICE IN YOUR CLASSROOM

## MAKING POSITIVE CHANGE IN THE WORLD

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



# FOOD FOR THOUGHT: 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?
- **Passion** – What engages them and keeps their focus and drive?

# TEAM ROSTER

Niesha Washington-Shepard (co-facilitator) (ASL/DST)

Kirk VanGilder (co-facilitator) (HPRS)

Tawny Holmes Hlibok (consultant) (ASL/DST)

Leslie Rach (GSR Program Director, 230 Coordinator)

Kathy Wood (GSR 101, 150 Coordinator) (ENG)

Tonya Stremlau (GSR 102 coordinator) (ENG)

Richard Cornish (GSR 103 coordinator) (ASL/DST)

Susanna Henderson (GSR 104 coordinator) (STM)

Jane Nickerson (GSR 210, 300 coordinator) (ENG)

David Barclay (GSR 220 coordinator) (SWK)

Caroline Solomon (STM, IZN committee)

Gregoire Youbara (WLC)

Bobbie Jo Kite (EDU)

Ryan Maliszewski (GIEI)

Michelle Burke (STM)

Resource support:

Lindsay Buchko (Institutional Research)

Tommy Horejes (SSAQ)

Jerri Lyn Dorminy (Student Success)

Paige Franklin (Assistant Dean, UG Curriculum)

Tami Santimyer (Recruiting)

Laura Willey-Saunders (Admissions)

# THE THREE 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.

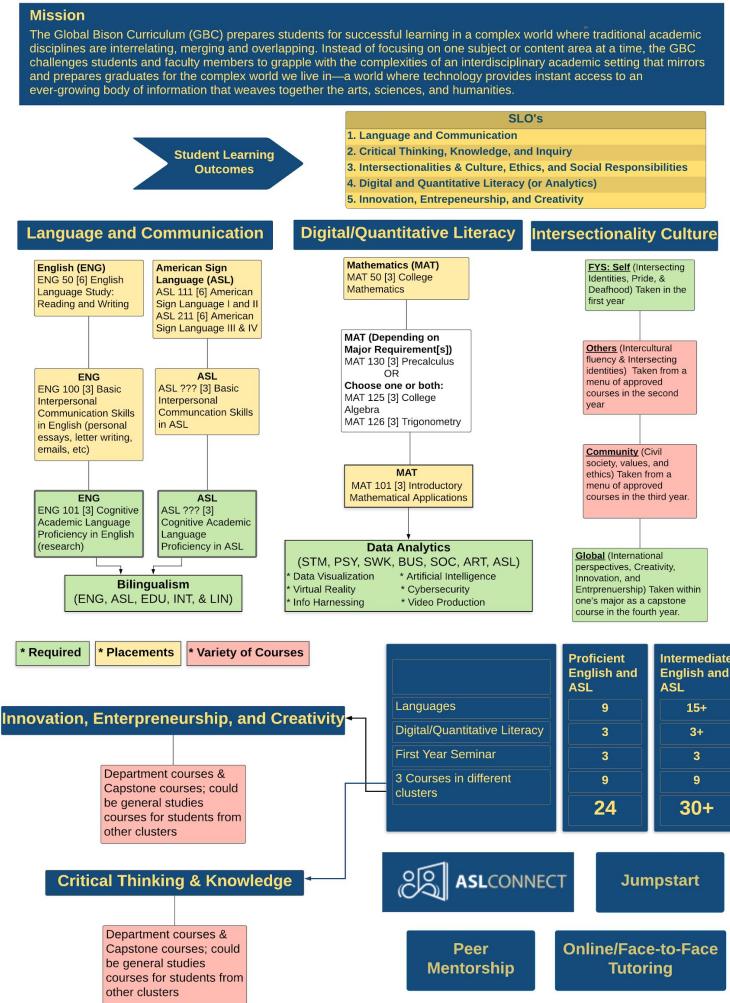
# WHAT DO THE MODELS HAVE IN COMMON

- 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 year 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.)
- A general standard of 3 credit courses
- An oversight that needs correcting to include health and wellness outcomes

# 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.

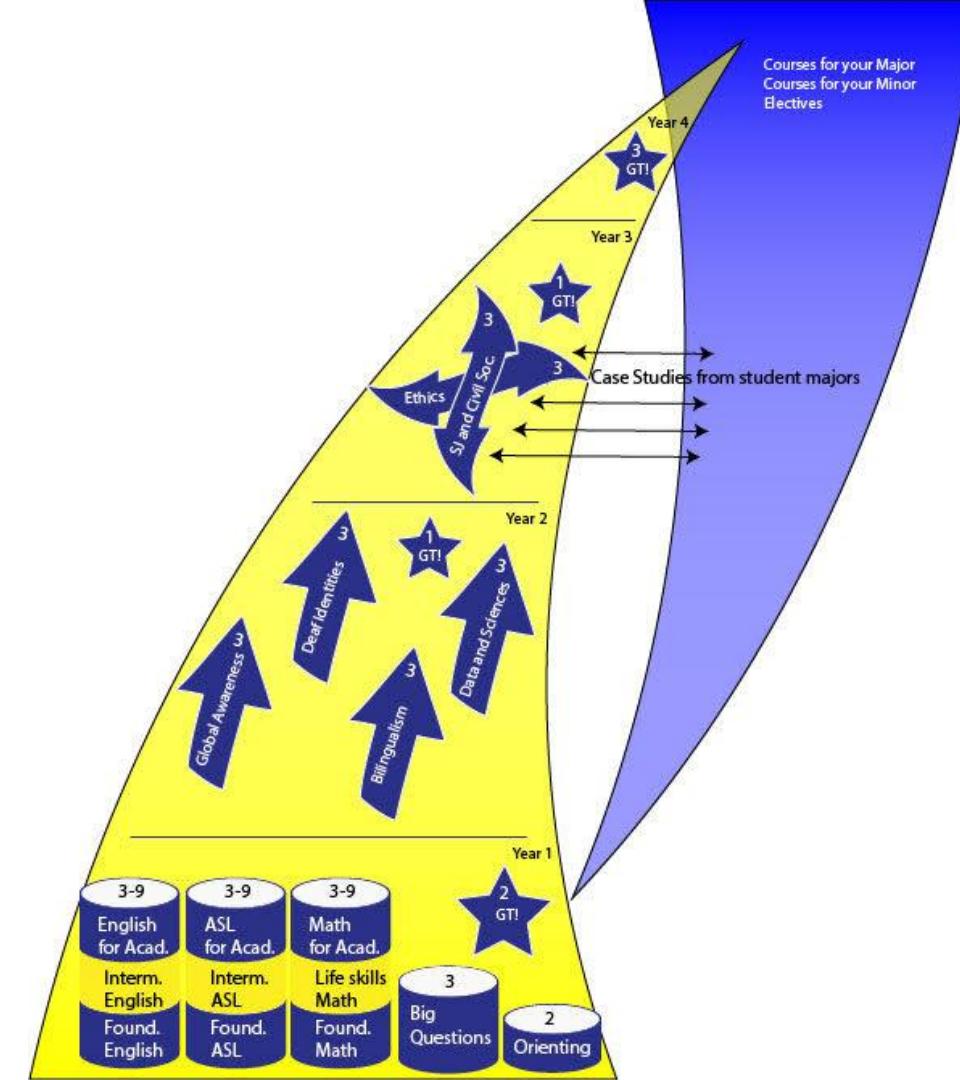


# WHAT MAKES THE ADAPTATION MODEL UNIQUE?

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- 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.

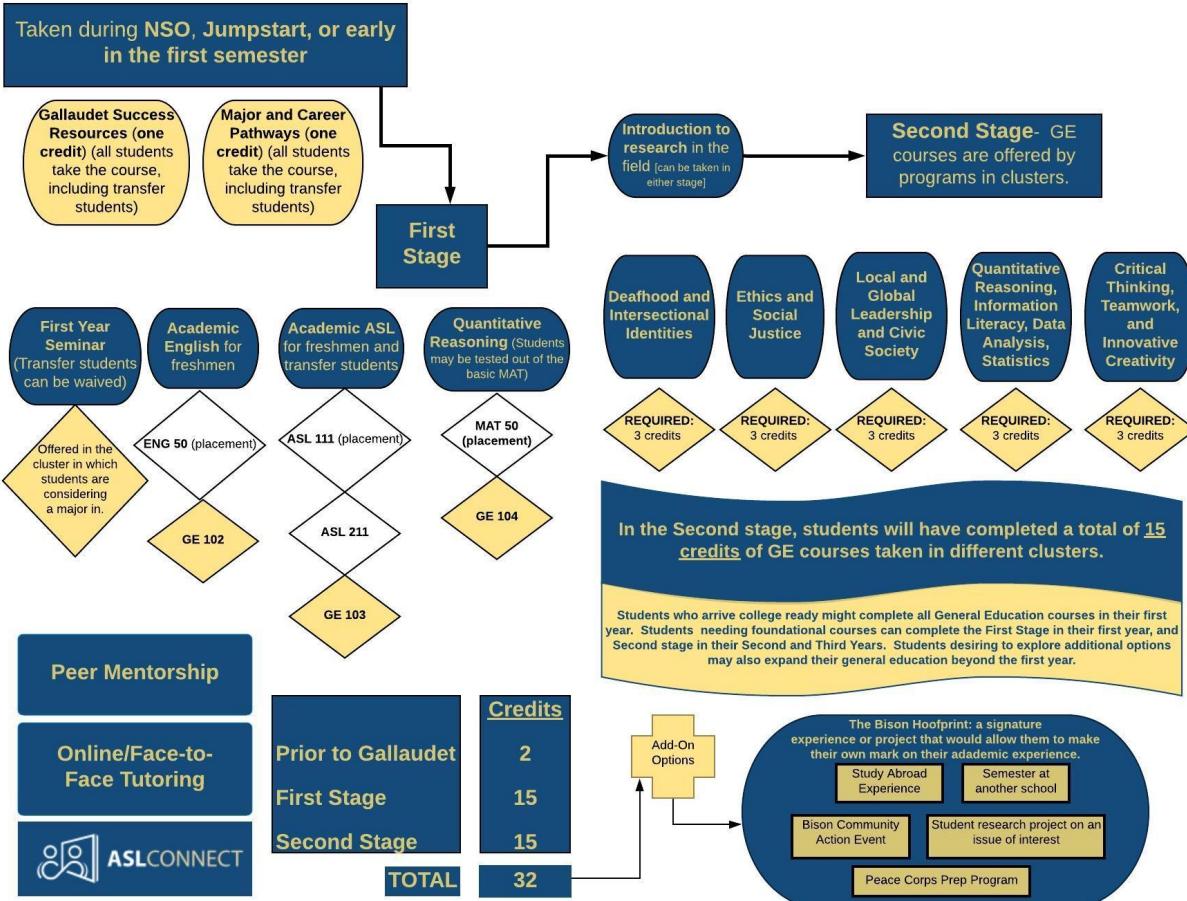
# WHAT MAKES THE HYBRID MODEL UNIQUE?



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- 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?



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- 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.

# QUESTIONS FOR DISCUSSION:

- 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?

# FREAKY FUN FRIDAYS FOR GENERAL EDUCATION REDESIGN

- When? Fridays from 11-2
- Where? Sept 13 MLC B111 all other Fridays LLRH6 Co-Lab  
[no gathering on homecoming weekend]
- What? Stop by for as much or as little time as you can! We plan to have an open community think tank environment to gather input and ideas on how address specific elements of the redesign as we encounter them. We'll also have a spot for general feedback.