

NTID AOS General Education Semester Framework

AOS General Education Semester Framework Guidelines

The General Education curriculum is the foundation for preparing students for lifelong learning, for success in their chosen fields and for their role in society as well-educated and knowledgeable citizens. General Education is a requirement for all students and all programs.

The proposed NTID AOS General Education Semester Framework (to be implemented AY 2013-2014) is structured in accordance with NTID's mission and is designed to reflect the RIT General Education Framework. The proposed framework provides for a broad academic base with courses organized in Foundation and Perspective categories. The skills and knowledge derived from the General Education curriculum and programs of study are designed to be integrated into an effective undergraduate education. The Student Learning Outcomes (SLOs) associated with General Education courses ensure that students are provided with courses and experiences consistent with NTID's mission, strategic direction and values.

To satisfy the NTID AOS General Education requirements, students will be required to take courses in "Foundation" and "Perspective" categories. Courses which depend on placement as a result of testing or screening are labeled Foundation courses. Courses which do not depend on placement test scores are labeled Perspective courses.

Student placement in a particular Mathematics course or Career English will be based on Math or English testing. Student placement in ASL/Deaf Cultural Studies will be based on screening of signing ability. Students who can sign will take the Deaf Cultural Studies course (*Deaf Perspectives on Contemporary Civilization*). Students who do not know ASL may take the Deaf Cultural Studies course (*Deaf Perspectives on Contemporary Civilization*) or ASL I. The Gen Ed committee recommends that ASLIE continue to be responsible for evaluating student signing ability for ASL/Deaf Cultural Studies placement purposes. Because the *Deaf Perspectives on Contemporary Civilization* is a new course, it is recommended that the course be evaluated as a requirement in three years and that the evaluation include student input.

There are eight required courses with a total of 24-25 credits at the 120 (course level) or above. The course/credit requirements are as follows (with no intended order of importance):

Foundation: Career English: two courses, three credits each
Foundation: Mathematics: one course, three or four credits
Foundation: ASL/Deaf Cultural Studies: one course, three credits
Perspective: Communication, Social and Global Awareness: one course, three credits
Perspective: Creative and Innovative Exploration: one course, three credits
Perspective: Scientific Processes: one course, three credits
Gen. Ed. elective: one additional course in any of the Foundation or Perspective Categories.

The Gen Ed committee strongly recommends that Foundation category courses be taken as early in the program as possible to provide maximum benefit to the student. Additionally, although Career English and ASL/Deaf Cultural Studies are specified by the Institute, technical programs can specify the appropriate Mathematics Foundation course and the appropriate Scientific Processes Perspective course for their programs.

Foundation and Perspective courses can be developed and submitted by any department for possible Gen Ed credit approval by NCC. Any course developed for a particular Foundation or Perspective category must address and assess at the course level all of the SLOs identified with the category. (See “ATTACHMENT A” for the SLO descriptions and a matrix showing the Foundation and Perspective categories and their associated minimum SLOs required for assessment.) A single Gen Ed course may be placed in more than one Foundation or Perspective category as long as it satisfies the associated SLOs for each category, but a student CANNOT use the course in more than one category for Gen Ed credit. Although minimum SLOs for each Foundation and Perspective category have been identified, it is anticipated that all General Education courses will also incorporate aspects of:

- ASL/Deaf Cultural Studies
- critical thinking
- communication

In addition, it is strongly recommended that to the extent possible and when appropriate, all courses promote:

- a community service component
- an active learning component

Finally, it is also an expectation that all Perspective category courses support writing across the curriculum through use of standard American English in a graded writing activity that includes creating a draft and revising it before the final document is graded.

Since any department can submit courses for Gen Ed credit approval, the Gen Ed committee recommends that a structure be established that allows for easy identification of Gen Ed status. When a course is submitted to NCC as an AOS Gen Ed course, it should be submitted on an NTID AOS general education course approval form (to be developed by NCC). The General Education Course Approval Form should have a box to be checked on the course outline to indicate it is intended as a Gen Ed course. The course should have a Foundation or Perspective designation (or designations) and as such, should show how it addresses all the student learning outcomes for that Foundation or Perspective category. If approved, the new SIS/STARS should have a “tag” to show that the course is an approved Gen Ed course for a particular Foundation or Perspective category so that students can sort based on the tag and find available Gen Ed courses (see FAQ 4).

The committee further recommends that a course identified as preparatory (currently identified as “A” level) be assigned a course number from 100 to 119. Courses in this range would not be able to be used to fulfill degree requirements in General Education.

The NTID AOS General Education Framework was developed to provide flexibility in a student’s choice of courses, as well as provide the faculty with flexibility to develop, collapse, and expand new/old courses across the categories. This framework also supports the ability of departments to provide certificates by offering their courses throughout the foundation and perspective categories (such as the ASL/Deaf Cultural Studies and Performing Arts Certificates offered through the Department of Cultural & Creative Studies).

ATTACHMENT A – NTID AOS General Education Course-Level Student Learning Outcomes (SLOs) Descriptions

Foundation and Perspective Descriptions

Foundation: Career English

Courses in this foundation category will expose students to basic reading and writing that might be encountered in the workplace.

Student Learning Outcomes:

English (Reading/Writing)-

Reading-

- Students will access several information sources (such as dictionaries, the Internet, and other material related to their majors) and demonstrate understanding of several types of written material.
- Students will read and correctly follow written directions for performing tasks in contexts with which they are familiar.

Writing-

- Students will, using basic standard written English, independently write expository paragraphs that are comprehensible with clear main points and supporting details.
- Students will, using basic standard written English and appropriate vocabulary, write to convey information in short formats (e.g. emails, memos, reports, fill-in-the blank forms or databases) that is comprehensible.

Reading and Writing-

- Students will demonstrate reading and writing communication skills needed for critical thinking and effective teamwork.

Foundation: Mathematics

Courses in this foundation category will help students identify and understand the role that mathematics plays in the world. As an outcome of these courses, students will comprehend and evaluate mathematical or statistical information and perform NTID college-level mathematical operations on quantitative data.

Student Learning Outcomes:

Mathematical Processes-

- Students will comprehend and evaluate mathematical and statistical information.
- Students will perform NTID college-level mathematical operations on quantitative data.

Foundation: ASL/Deaf Cultural Studies

Courses in this foundation category will satisfy outcomes from either ASL or Deaf Cultural Studies (and may satisfy outcomes from both). Courses in the ASL portion of this category will offer linguistic features, cultural protocols and core vocabulary for students to function in ASL conversations. Courses in Deaf Cultural studies include study of the historical, anthropological, literary, artistic and multicultural aspects of Deaf people's lives.

Student Learning Outcomes:

ASL/Deaf Cultural Studies-

For ASL courses-

- Students will converse in ASL using appropriate vocabulary, grammar and cultural behaviors.
- Students will demonstrate basic knowledge of ASL linguistics structure.
- Students will demonstrate an understanding of Deaf culture, Deaf community and the value of ASL in Deaf culture.
- Students will identify the important historical, anthropological, literary, artistic and multicultural aspects of Deaf people's lives.

For Deaf Cultural Studies courses-

- Students will demonstrate an understanding of Deaf culture, Deaf community and the value of ASL in Deaf culture.
- Students will identify the important historical, anthropological, literary, artistic and multicultural aspects of Deaf people's lives.

Perspective: Communication, Social and Global Awareness

Courses in this perspective category will promote an understanding of self and advocacy in relation to one's interactions with others in personal, professional, and civic lives. Courses should address social dynamics as they vary across communities, ranging from local to global. Courses will introduce students to contrasting cultural approaches to allow communication in situations such as face-to-face, electronic format (such as email or text), and group presentation situations.

Student Learning Outcomes:

Communication-

- Students will communicate effectively in presentations and other contexts using appropriate form and content for the situation and with sensitivity to the audience. Particular outcomes are the following:
 - Students will choose the appropriate medium and level for the situation (face to face), electronic communication, and presentation.
 - Students will demonstrate the ability to clearly structure a message and express ideas.
 - Students will utilize strategies to monitor comprehension.
- Students will demonstrate the ability to comprehend information accessed through reading and discussion.

Social and Global Awareness-

- Students will examine connections among the world's populations.

Perspective: Creative and Innovative Exploration

Courses in this perspective category will explore the creative process that leads to technological innovation, artistic expression and their products, in a variety of forms, while examining the influence of society and culture on the process and its end results. These courses will provide insight into the creative process through innovative approaches to assignments or projects.

Student Learning Outcomes:

Creative, Innovative & Artistic Exploration-

- Students will demonstrate creative and/or innovative approaches to course-based assignments or projects.
- Students will interpret creative expression.
- Students will demonstrate leadership and related soft skills through shared projects and activities.

Perspective: Scientific Processes

Courses in this perspective category will apply methods of scientific inquiry and problem solving in a laboratory or field experience. Science is more than a collection of facts, so students will be expected to participate in the processes of science as they collect and analyze data, and state conclusions.

Student Learning Outcomes:

Scientific Processes-

- Students will apply methods of scientific inquiry and problem solving related to contemporary issues.