

Department of Business

800 Florida Avenue, N.E.

Washington, DC 20002

Fall 2021

COURSE SYLLABUS

SOCIAL

ENTREPRENEURSHIP

AN INNOVATION & ENTREPRENEURSHIP INSTITUTE COURSE

BUS 390.01 / GSR 230.04

Fall 2021

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**“Social Entrepreneurship”**

An Innovation & Entrepreneurship Course

**Department of Business, GIEI**

**BUS 390.01 / GSR 230.04**

**2021 Spring Semester / 4 Credits**

**nstrDetails**

| **Instructor** | **Course Details** |
| --- | --- |
| **Russ Stein** | **Day & Time: 4:00 - 5:50 PM, Tuesday/Thursdays** |
| **Hybrid Course** | **SAC 1210** |
| **russell.stein@gallaudet.edu** | **Office Hours: By Appointment via email** |

**Russ’s Bio**

#### 

#### Raised in a Deaf family in New York, Russell Stein obtained his Business Management degree from Gallaudet University. After working under Relay America and then the Communication Service for the Deaf, he gained the experience he needed to begin the consulting business. He is also a dynamic speaker giving presentations.​

• Co-Founded Hapa & Stein, Inc (Consulting) in 2007

• Co-Founded ASLWave (Video Relay Service) in 2010

• Co-Founded Mozzeria (Pizzeria) in 2011

• Co-Founded Yantern (Consulting) in 2019

**Course Expectations**

**Course Overview**

This course is a non-traditional introduction to the world of social entrepreneurial thinking that aligns with students' personal interests and aspirations. In this highly interactive and dynamic course, students will be building strategic skills to apply to an actual business from scratch exposing them to all that is required to launch a successful venture. Students will strengthen their knowledge as well as soft skills in the fields of marketing, business formation, finances, negotiation, design thinking, strategic planning, customer discovery, competitive analysis, leadership, and so forth. Several sessions will include guest presenters such as entrepreneurs and community leaders who will be sharing their personal perspectives.

**Course Materials**

**Required Readings**

1. SYOB Start Your Own Business: The Only Startup Book You’ll Ever Need, Jennifer Merritt and Jason Feifer

2. Yantern Video Library - Yantern (www.yantern.com)

3. Talking to Humans, Frank Rimalovski (E-Book)

Other reading materials will be available to download and view on Blackboard and/or the internet.

**Writing Style**

All course papers should follow the American Psychology Association’s format with a reference page at the end. Help with APA style is available online (go to http://www.apastyle.org/apa-style-help.aspx). Please use 1 inch margins, double-spaced, size 12 Times New Roman or Cambria font.

**Late Submission Policy**

Deadlines: Assignments are due by the due date/time. Assignments not submitted on time will receive a zero. Graded work is final. No make-ups or extra credit. Strive to do your very best. Early submissions are welcome, with the understanding that the grade given is final. If your early submission is not yet graded, and you submit multiple submissions, the last assignment submitted before the deadline will be graded.

**Prerequisites**

Permission of the instructor is required to register for this course.

**Credit Hours**

The total time a student should spend on a college course is calculated by credit hour. One credit hour is roughly **37.5 – 45** hours of student time. This is a **4** credit course so students should expect to spend between **150 to 180** hours on this course over the span of sixteen weeks.

**Course Assignments**

**Details for assignments & grading rubric(s) are in the *Assignments* folder on Blackboard.**

**Attendance & Participation**

Each day of class is like reporting for a job. It will be worth **50%** of your grade (½ for attendance & ½ for participation). The course meets twice a week (except for scheduled breaks and holidays based on the Gallaudet University calendar) through **December 13, 2021**. **You are expected to complete any assigned readings and view videos prior to class**.

● Zoom Recordings

● Discussion Board: Closes at 11:59 p.m EST. on Sundays.

**Weekly Assignments**

The professor will outline expectations at the beginning of class every week and inform the class how those expectations will align with the topics being discussed in class. This will include homework and any “reflection papers” where students would be expected to provide in-depth analysis and personal

thoughts of experiences from the classroom as well as guest speakers/webinars Any scheduled assignments are due to Blackboard **by 11:59 PM, Sundays**.

**Mid-Term: Business Model Canvas and Quiz**

Students will complete BMC to include the concept of how to identify and innovate a solution. Also, will take 20-questions of what was learned in the first 8-week(s) course.

**Final: Presentation**

Students (individual or team) will identify:

● an organization or business of interest service, or

● Facilities-related challenges while being a student at Gallaudet University (i.e., dorm, cafeteria, public safety, field house, classrooms, etc.), or

● Business Model Canvas/ Business Plan

With the choice, the student will identify a challenge that will be solved using the start-up process (i.e., market research, customer discovery, financials, scalability opportunities/challenges, etc).

**Course Grading** You can follow your course grade in the Grade Center on the Blackboard page. See the Course Assignments above or the Course Schedule below to determine when each assignment is due.

| **Course Assignments** |
| --- |
| Class Attendance 25%  Class Participation 25% |
| Weekly Homework/Assignments incl. Reflection Papers 20% |
| Midterm (BMC and Quiz) 10% |
| Final 20% |
| **Total 100%** |

**Grades will be assigned by the following percentage to grade conversion chart:**

| A 93% and above | C 73% to 76.99% |
| --- | --- |
| A- 90% to 92.99% | C- 70% to 72.99% |
| B+ 87% to 89.99% | D+ 67% to 69.99% |
| B 83% to 86.99% | D 60% to 66.99% |
| B- 80% to 82.99% | F 59.99% or below |
| C+ 77% to 79.99% |  |

**Attendance / Participation**

This class will meet in the classroom at **SAC 1210** every week on Tuesdays and Thursdays from 4 pm to 5:50 EST. When you miss class, it is your responsibility to check the blackboard and/or get information from a classmate. Please let me know by email in advance if you will miss class. I define participation as being actively engaged in our discussions and activities on Blackboard or in-class breakouts.

Point System (Attendance)

**50/50 (4:00 pm or before)**

**25/50 (4:01 pm and after)**

**0/50 (excuse or not)**

**What to Bring to Class**

You are expected to arrive prepared for class with the following items: notebook, pen, and your engerized-self to be ready to have great discussions.

**Midterm/Final Exam**

The presentation is worth 10%- Midterm and 20%- Final. - no exceptions. There is not a traditional final exam scheduled in this course.

**Course Schedule**

**(\*\*Disclaimer- reserve the right to change the schedule\*\*)**

| **Week** | **Day** | **Topic** | **Assignments (All assignments due on Sunday night 11:59 pm EST)** |
| --- | --- | --- | --- |
| **Week 1** | Tuesday, August 31, 2021  Thursday, September 2. 2021 | **Review Syllabus/ Blackboard Ultra**  **What is YOUR story?**   * Introductions | **ASSIGNMENT:**  ASL Video   1. **Tell me about you.** 2. **Share your career experiences.** 3. **Did you have any experiences with “planning”?** 4. **What was your role?** 5. **What do you want to get out of this class?**  * **Homework:** Myers-Briggs Type Indicator (MBTI) |
| **Week 2** | Tuesday, September 7, 2021 | * GIEI Introduction video   https://www.facebook.com/794528034213324/videos/2850298208405260 | * Job Experiences   Social Entrepreneurs: The Story  Identify one of Social Entrepreneur Businesses (Name of organization).  Information of your finding:   * Company’s Mission * What is the company’s Value Proposition? * What are their Social Responsibility |
| Thursday, September 9, 2021 | Discussion: **Intro to Social Entrepreneurship Social Impact & Responsibility**   * Bosino Coffee * N.A.D. Start Your Own Business * Mozzeria * MBTI 101 * Sparkers Ideas re Deaf Ecosystem and Gallaudet Campus * Value Proposition | * **Homework:** What type of Entrepreneur are You? Quiz * **Homework:** Value Propositions * **Homework:** Three Sparkers Ideas * Discussion Board:   + Social Entrepreneurs Business(es)   + Value Proposition |
| **Week 3** | Tuesday, September 14, 2021 | **Discussion**   * Job Experiences * Entrepreneurship Results | * **READ:** SYOB Ch. 1-3 * One on One Meeting with Russ (Sign up) |
| Thursday, September 16, 2021 | **Social Entrepreneurs Business(es)**  **Planning and Entrepreneur MindSet**   * Activity: PB & J   Discussion:   * Chapter 1-3 * Planning | * [**https://www.yantern.com/free-videos**](https://www.yantern.com/free-videos)   + **Watch: The Impact of Oppression on Black Deaf Owned Business** *(Free Sign up)*   (One on One meeting with Russ) |
| **Week 4** | Tuesday, September 21, 2021 | **Discuss:** The Impact of Oppression on Black Deaf Owned Business Video  **Business Model Canvas**   * Foundations * Communication Approaches * What is Value Proposition * What’s customer segment   Each group decide- Deaf Owned Business or Organization | * **Read** SYOB Ch. 4-7, 10, 16, 29, 31 * BMC #1 Project * Work in group (3 to 4) |
| Thursday, September 23, 2021 | Discussion:   * Chapter 4-7 * Getting to Maybe Ch. 1 + 2 * BMC (Work in class- group of 4)   [Questions/Clarification] | * **Homework:** BMC: Deaf-Owned Business |
| **Week 5** | Tuesday, September 28, 2021 | * Networking 101   + Chapter 10   + Chapter 16   + Chapter 29   + Chapter 31 * SYOB: Business Plan   + Chapter 10 | * **READ:** SYOB, Ch. 8-9 * **READ:** Getting to Maybe, 1-2   BMC Presentation on Thursday |
| Thursday, September 30, 2021 | **Business Structure**  Location  Site Operations  Design  **Naming Your Business**  **BMC**  Group Presentation   * 10 minutes MAX * Persuasive Presentation Style | * **READ:** SYOB, Ch. 8-9 * Watch: [**https://www.yantern.com/free-videos**](https://www.yantern.com/free-videos) **(**A Founder’s Journey: Inside Look at Black Deaf Owned Business)   BMC Presentation on Tuesday  Assignment (Journal #1)- what you have learned in past 3 weeks |
| **Week 6** | Tuesday, October 5, 2021 | **BMC**  Group Presentation   * 10 minutes MAX * Persuasive Presentation Style | * **READ:** Getting to Maybe Ch 1-2 * Discussion Board:   + Social Responsibility Project re Gallaudet |
| Thursday, October 7, 2021 | Discussion   * Reflection: BMC * Getting Maybe [Chapter 1 and 2] * Review for Midterm Guidelines | * **Homework:** Final Project “TOPIC” and team members for Midterm Project |
| **Week 7** | Tuesday, October 12, 2021  **(MIDTERM WEEK)** | **Midterm:**   * Business Model Canvas * Quiz (15 questions) | BMC#2 Due end of Week |
| Thursday, October 14, 2021  **(MIDTERM WEEK)** | * Business Model Canvas * Quiz (15 questions) | Midterm Quiz (Due end of Week) |
| **Week 8** | Tuesday, October 19, 2021 | **Business Operations**   * Cost Sheet w BMC#2 * Review Business Structure LLC   **Funds**   * Site * Business License * Business Fees * Overhead Cost(s) | * LLC University Website * Discussion Board:   BMC #2: Team/ Individual Project Proposal |
| Thursday, October 21, 2021 | Discussion   * Getting to Maybe Ch. 3-6 * Review Quiz   **Guest Speaker:**  TBD | * **Homework:** BMC #2:   Discussion: Two things you learned from the Guest Speaker |
| **Week 9** | Tuesday, October 26, 2021 | **Collaboration**   * Intention * Goal(s) * Tools/Resource(s) | * **Talking to Humans (65 pages)** * Discussion Board:   Discuss what you learned from this Ebook |
| Thursday, October 28, 2021 | **BMC**  Group/Solo Presentation   * 10 minutes MAX * Persuasive Presentation Style | * **Homework:**   FINAL PROJECT: Value Proposition, Customer Market, Cost Structure of your ValuePropositions |
| **Week 10** | Tuesday, November 2, 2021 | **Services for Deaf Community**   * Advocate * Resources * Accessibility | * Discussion Board:   Develop 8 questions (Customer Discovery Process) |
| Thursday, November 4, 2021 | **Guest Speaker**  TBD | * **Homework:**   Business Structure, Cost Estimate (Spreadsheet)  Interview 6 people using 8 questions  Revised BMC #2  Thoughts with Guest Speaker |
| **Week 11** | Tuesday, November 9, 2021 | **Profit**   * Expectations * Break-even * Overhead Cost | * Discussion Board: BMC #2:   Develop PPT for Thursday in class |
| Thursday, November 11, 2021 | **BMC**  Group/Solo Presentation   * 5 minutes MAX * Persuasive Presentation Style | * **Present** (each group)- up to 5 minutes |
| **Week 12** | Tuesday, November 16, 2021 | **Innovation**   * **BMC# 3** * Finish Business Plan discussion | Solo project (each must come up with new idea/solution/product/service) |
| Thursday, November 18, 2021 | * Naming your Business * Guest Speaker- Travis Zornoza * Overhead Cost vs Profits/Breakeven Cost | * **Homework:** * **Come up with names for your business**   Overhead Cost vs Profits |
| **Week 13** | Winter Break | **ENJOY YOURSELVES** |  |
| **Week 14** | Tuesday, November 30, 2021 | * Overhead Cost vs Profits discussion |  |
| Thursday, December 2, 2021 | * **Discuss PPT** | * **Homework: DRAFT PPT due for Feedback** |
| **Week 15** | Tuesday, December 7, 2021 | **Overview of Social Responsibility Entrepreneurs**   * Getting Maybe: Overview * Global Impact * Deaf- Owned Business | * Discussion Board:   + Peers Feedback re Final Project |
| Thursday, December 9, 2021 | Discussion   * Draft: Final Presentations | * **Homework:** Submit Final PPT |
| **Week 16** | Tuesday, December 15th,2021 | **FINAL: Presentation** | * 5 Minutes Video (explainingyour BMC #3 with what you learned from your customer discovery process |
| Thursday, December 17, 2021 | **FINAL: Presentations** | **Due:** Evaluations |

**POLICIES**

**Academic Integrity Policy**

Academic integrity grows from the longstanding traditions of the world university community. Academic integrity is defined as a firm adherence to the code or standard of values of the University and the individual professions. Academic freedom is a commitment on the part of students, faculty, staff, and administrators even in the face of adversity, to five fundamental values: honesty, truth, fairness, respect, and responsibility. Commitment to academic honesty encourages the mutual respect and moral integrity that our University community values and nurtures.

**Academic Accommodations Policy**

Gallaudet University has a legal obligation under the American with Disabilities Act (ADA) to provide reasonable accommodations for students with disabilities in addition to being deaf. Students who seek course accommodations, modifications, or substitutions can find guidelines and procedures for obtaining accommodations based on their disabilities on the Office for Students with Disabilities (OSWD) web site, http://www.gallaudet.edu/office\_for\_students\_with\_disabilities.html.

**Reporting Responsibilities**

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at Gallaudet University.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the Title IX Coordinator or EEO/AA office. If you would like to talk to those offices directly, they can be reached by contacting Sharrell McCaskill through VP (202-559-5683) or at her office in College Hall 312 or at the following website: https://www.gallaudet.edu/title-ix-at-gallaudet-university.

Additionally, you can also report incidents or complaints to DPS. You can also get support at CAPS (Counseling and Psychological Services), SHS (Student Health Services) and the Ombudsman. Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the campus Behavioral Intervention Team (BIT) or CAPS. If you would like to reach out directly to them for assistance, you can contact them at

https://www.gallaudet.edu/student-affairs/behavior-intervention-team. Finally, know that I am always willing to listen and give advice if needed.

## 

## Notice of Nondiscrimination

For more information on Gallaudet University’s compliance and complaints concerning sexual assault, sexual misconduct, discrimination or harassment, contact the federal compliance officer, Title IX Coordinator and Title IX Director at 202.759-1734 (VP/Voice) or send email to eop@gallaudet.edu You are welcome to read more information about Title IX at [Title IX – Gallaudet University](https://www.gallaudet.edu/title-ix)

## Title IX Reporting

Gallaudet University is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibits discrimination on the basis of sex. Sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking — is also prohibited at our school.

Our school encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need, and our school can respond appropriately.

If you wish to speak confidentially about an incident of sexual misconduct, want more information about filing a report, or have questions about school policies and procedures, please contact our Title IX Coordinator, which can be found on our [school's website](https://www.gallaudet.edu/title-ix).

Our school is legally obligated to investigate reports of sexual misconduct, and therefore it cannot guarantee the confidentiality of a report, but it will consider a request for confidentiality and respect it to the extent possible.

As a teacher, I am also required by our school to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident.

**Bilingual Commitment**

This course and curriculum is bilingual and bimodual, making full use of signed American Sign Language and written English. Each of us in this classroom are bilingual, with varying abilities in both languages. I will do my best to accommodate this range of abilities and provide access, whenever possible, to all essential information in both signed ASL and written English. I will also be designing lessons throughout this semester, using proven methods with the goal of improving our fluency in one or both of our languages and modalities.

We all have the right to understand one another in my classroom. We also have the right to feel respected and not ashamed. We should all be patient with one another. Also please let me know if you are having trouble with the language or communication in this course.

**Multicultural Commitment**

For Multicultural statement - please click on this link : [**https://www.gallaudet.edu/student-affairs/student-handbook/diversity-statement-and-guidelines/**](https://www.gallaudet.edu/student-affairs/student-handbook/diversity-statement-and-guidelines/)

## Religious Observance Policy

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# Although Gallaudet University, as an institution, does not observe religious holidays, it has long been the University’s policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair.

**Name and Pronouns**

If you prefer to use a name other than the name the University officially uses, please let me know. Likewise, if you have a preferred personal pronoun, please let me know.

# University Policies & Important Links

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part99) is a federal law that protects the privacy of a student’s education records. In order for your information to be released, a form must be signed and, in your records, located in the Admissions/Registrar’s Office.

Gallaudet – [Privacy Policy](https://www.gallaudet.edu/office-of-development/confidentiality-and-privacy)

Blackboard - [Privacy Center](https://help.blackboard.com/Privacy_Center); [Privacy Statement](https://help.blackboard.com/Privacy_Statement)

Google & YouTube – [Privacy & Terms](https://policies.google.com/privacy)

Microsoft – [Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement/)

Zoom – [Privacy Statement](https://zoom.us/privacy)

## Vendor Accessibility Statements

MyGU – [Accessibility Statement](https://content.campus.app/hubfs/Campus-Accessibility-Statement-2021.pdf)

Blackboard – [Accessibility Statement](https://www.blackboard.com/blackboard-accessibility-commitment)

Google & YouTube – [Accessibility Statement](https://www.google.com/accessibility/)

Microsoft – [Accessibility Statement](https://www.microsoft.com/en-us/accessibility/)

Zoom – [Accessibility Statement](https://zoom.us/accessibility)

## Tutoring Services

Tutorial & Instructional Programs (TIP) at Gallaudet University provides an open and safe learning environment for students who request tutorial assistance. Through bilingual instruction and the use of a variety of academic techniques by qualified tutors, students will learn to develop confidence, maneuver through appropriate resources, and excel at practicing necessary skills which are essential to student retention.

TIP provides free tutoring, coaching, and instructional support services for all undergraduate and graduate students at no charge.

<https://www.gallaudet.edu/tutorial-and-instructional-programs/>

## Library Support

Gallaudet University Library has a vast array of resources, most of which are

online. Live support is also available. To get started, visit [Library – Gallaudet University](http://www.gallaudet.edu/library.html)

## Office for Students with Disabilities

Office for Students with Disabilities (OSWD) gives qualified onsite and online students with disabilities the opportunity for success through equal access and the means to participate in curricular and extracurricular activities at Gallaudet University. For more information, please go to the [OSWD website](https://www.gallaudet.edu/office-for-students-with-disabilities) (<https://www.gallaudet.edu/office-for-students-with-disabilities>)

## Office of the Ombuds

If issues arise related to this course, please contact your instructor. If you would like the assistance of an impartial third-party regarding a course-related issue you may contact the Office of the Ombuds. The Ombuds is available as the confidential and neutral resource to assist with the informal resolution of conflicts and concerns. The office is located at Ely Center, 113. Videophone: 202-559-5079. Email: ombuds@gallaudet.edu Website: [Office of the Ombuds – Gallaudet University](https://www.gallaudet.edu/office-of-the-ombuds)

**Academic Calendar**

View Gallaudet’s Academic Calendar at: [Academic Calendars – Gallaudet University](https://www.gallaudet.edu/registrar/academic-calendars/)

**Student Learning Outcomes**

**Course Student Learning Outcomes**

| **Student Learning Outcomes** | **Learning Opportunities** | **Assessment Tools** | **Dept SLO’s** | **GU SLO’s** |
| --- | --- | --- | --- | --- |
| Students will examine, analyze, apply, & commend solutions to business issues. | Discussions  Assignments  Presentations | Participation  Assignment Rubrics  Presentation Rubrics | 2, 5, 6 | 1, 2, 3, 4 |
| Students will learn principles and applications of The Business Model Canvas. | Discussions  Assignments  Presentations | Participation  Presentation Rubrics  Assignment Rubrics | 1, 2, 4, 5, 6 | 2, 4 |
| Students will work in both leadership and support roles to achieve a variety business-related tasks, competencies, training, and experiences. | Discussions  Business Implement  Evaluation and Reflection | Participation  Implement Rubrics  Assignment & Writing Rubrics | 2, 5, 6 | 1, 2, 3 |
| Students will consult with businesses to address a real-world issue and propose innovative solutions. | Discussions  Field-work  Presentations | Participation  Assignment Rubrics  Presentation Rubrics | 2, 4, 5, 6 | 1, 4 |

**Business Program SLO’s**

| 1. Critically examine, analyze, apply, integrate and recommend logical actions based on a variety of business concepts, models and principles in order to address hypothetical or real-world business issues. |
| --- |
| 2. Communicate effectively in both American Sign Language and written English, using generally accepted and/or innovative business formats to present factual data and analyses, propose strategies, advocate policies, promote products and services, and instruct and evaluate personnel. |
| 3. Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing, and interpreting numerical information to make and justify evidence-based business decisions. |
| 4. Use computer hardware, software, the internet, cloud computing and other technological tools to expedite and enhance communication and quantitative reasoning skills in making business decisions. |
| 5. Be able to work effectively in both leadership and support roles as part of diverse teams to achieve a variety of business-related tasks, recognizing and maximizing the advantages of different skills, competencies, professional training, experience, and temperament of all team members. |
| 6. Consistently act in a professional, respectful, honest, fair and reasonable manner and to apply ethical principles and logical reasoning to make and justify business decisions. |

# 

# Gallaudet University SLO’s

| **Wellness:** Recognize how my choices can transform my health, well-being, and ability to thrive; seek support and utilize resources for personal growth; and work collaboratively to promote wellness on campus and within myself. |
| --- |
| **Bilingualism:** Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes. |
| **Career Readiness**: Develop career decision-making skills and competencies by engaging in theoretical and experiential learning. |
| **Critical Thinking:** Think critically and innovatively, and express myself creatively, making connections within and across disciplines |
| **Digital Awareness:** Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways. |
| **Ethics:** Formulate reasoned decisions about ethical issues that lead to wise action. |
| **Science Literacy:** Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies. |
| **Global Citizenship:** Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels. |