

GENERAL EDUCATION PROPOSAL	CHD PROPOSAL
<p>Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)</p>	<p>OK</p>
<p>Second Language (0-7) Language 102 & 201</p>	<p>"I think it is tough to require a student to learn a 2nd language as part of a Bachelor's Degree program. I think a 2nd language is something that some people just can't get done. I took Spanish twice in high school and twice in college and I just couldn't get it, even though I was a good student and put solid effort in (I got good "grades" in high school Spanish too and I didn't know it at all). I think that requirement also is a significant disadvantage to students who did not serve foreign missions and students whose native language is English." Perhaps an alternative may provide options for students in this situation</p> <p>EIL want to delay by one semester the introduction of GE courses into the maps of new EIL students</p>
<p>Writing (6) Engl 101: College Reading, Writing & Research</p> <p>Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major</p>	<p>OK</p>
<p>GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.)</p> <p>Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)</p>	<p>OK – interested to see the process by which old courses become new</p>
<p>GE 2 (9) World Communities Inquiry in the Natural Sciences } Inquiry in the Social Sciences } Inquiry in the Humanities } <i>(Students choose one course from each of the two categories outside their major area.)</i></p>	<p>OK – Brent Chowen had a discussion with David Beus regarding Praxis content for teachers and US public school curriculum in general as it prepares US students for BYUH</p> <p>Inquiry is the process by which the content is taught?</p>
	<p>Major "re-balancing" process resulting should be interesting</p>

GENERAL EDUCATION PROPOSAL	LCA COLLEGE PROPOSAL
<p>Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)</p>	
<p>Second Language (0-7) Language 102 & 201</p>	<p>If the local communities class were to be reduced to one credit, an additional credit may be added here to make 8 hours since that is how the courses are currently taught.</p>
<p>Writing (6) Engl 101: College Reading, Writing & Research Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major</p>	
<p>GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.) Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)</p>	<p>The practical challenges to implementing the local communities course are significant in terms of faculty loads and section coverage. The intent of the course remains salient, so perhaps a course reduced to one credit and implemented later in the college experience and still retains a distinct service learning component centered in community engagement may be considered.</p>
<p>GE 2 (9) World Communities Inquiry in the Natural Sciences } Inquiry in the Social Sciences } Inquiry in the Humanities } <i>(Students choose one course from each of the two categories outside their major area.)</i></p>	

GENERAL EDUCATION PROPOSAL	M+S COLLEGE PROPOSAL
<p>Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)</p>	
<p>Second Language (0-7) Language 102 & 201</p>	
<p>Writing (6) Engl 101: College Reading, Writing & Research</p> <p>Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major</p>	
<p>GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.)</p> <p>Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)</p>	
<p>GE 2 (9) World Communities Inquiry in the Natural Sciences } Inquiry in the Social Sciences } Inquiry in the Humanities } <i>(Students choose one course from each of the two categories outside their major area.)</i></p>	
	<p>PE Requirement Fitness for Life (1)</p>

Wellness Lifestyle Management Course

- Wellness: The constant and deliberate effort to stay healthy and achieve the highest potential for well-being
- We all desire to live a long life and wellness programs teach us how to enhance the overall quality of life--for as long as we live
- Three factors determine health and longevity
 - Genetics
 - Environment
 - Lifestyle habits

Life Expectancy

- Average life expectancy in the United States is 78.7 years (47 years in 1900)
 - 75.7 years for men
 - 80.8 years for women
- Because of our current lifestyle habits, this generation may be the first that will not outlive their parents
- Scientists from the National Institute of Aging believe that in the coming decades the average lifespan may decrease by as many as 5 years

Life Expectancy

- Based on the WHO data, the United States ranks 38th in the world for life expectancy
- Between 2000 and 2010, U. S. male life expectancy slipped from 18th to 24th in the world and female life expectancy from 28th to 35th

Health Issues & Problems

- The most common health problems in the Western world at the beginning of the 20th century were infectious diseases, such as tuberculosis, diphtheria, influenza, kidney disease, polio, and other diseases of infancy.
- Progress in the medical field largely eliminated these diseases.
- The 20th Century “good life” (**sedentary** living, alcohol, fatty foods, excessive sweets, tobacco, drugs) led to an increase in the incidence of **chronic diseases** such as cardiovascular disease, cancer, diabetes, and chronic respiratory diseases.

College Students

College students spend much of their time in **sedentary** behavior (sitting in classrooms and at computers, studying, and video gaming), while being trained for **sedentary** occupations

“Most people go to college to learn how to make a living, but a fitness and wellness course will teach them how to live – that is, how to truly live life to its fullest potential. Some people seem to think that success in life is measured by how much money they make. Making a good living will not help them unless they live a wellness lifestyle that will allow them to enjoy what they have.”

Hoeger & Hoeger, Fitness & Wellness, 1996

"Lifestyle choices you make and live today will affect your health, well-being, and quality of life tomorrow."

Werner Hoeger

"To give anything less than your best is to sacrifice the gift."

Steve Prefontaine

**Greatest Benefit of a
Fitness & Wellness Program**

Quality of Life

GENERAL EDUCATION PROPOSAL	COLLEGE PROPOSAL – CBCG (language requirement)
	Pre-college – Math 106 or equivalent (0) – Basic numeracy skills
Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)	Mathematics (3) – University level quantitative skills
Second Language (0-7) Language 102 & 201	Freshman/Sophomore - Communication (2 nd language or speech, or writing or international cultural communication or technical writing, etc.) (6) – Communication skills
Writing (6) Engl 101: College Reading, Writing & Research Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major	Freshman - English 101 (3)- Communication skills, library/internet research skills Junior - English 315 or approved seminar (3) – Communication skills, library/internet research skills
GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.) Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)	Freshman – Logic & rhetoric (3)* – Critical thinking skills Sophomore – Moral reasoning & ethics (3)* – Critical thinking skills Sophomore – Scientific analysis (3) – Analytical skills, scientific method Sophomore – History or economics or civics (3) – Analytical skills, broad contextual understanding, perspective
GE 2 (9) World Communities Inquiry in the Natural Sciences Inquiry in the Social Sciences Inquiry in the Humanities <i>(Students choose one course from each of the two categories outside their major area.)</i>	Psychology or humanities or computer science or personal finance (3)** – Critical thinking skills, “life” skills

*To spread the teaching load across departments, various versions of these courses could be taught out of different departments with some content field focus coupled with the main focus – development of skills in logic & rhetoric or moral reasoning & ethics. The courses could have a common course number and name but use departmental acronyms to indicate the field focus such as "Logic & Rhetoric in ____." and Moral Reasoning & Ethics in ____." Courses should be designed such that a logic & rhetoric course is a prerequisite to moral reasoning & ethics, but no specific content field prerequisite can be required for moral reasoning & ethics. I would limit the number of versions of these courses to no more than 1 per college (meaning 1 logic & rhetoric course and 1 moral reasoning & ethics course).

**This list could be adjusted to include other fields or other combinations of fields.

Reasoning

Second language	Assuming language and math are both required in GE, this would make it more acceptable to make it more general communications requirement. Allows students more options in what counts as language, include communications other than foreign language
Level 1 Inquiry	Logic and rhetoric: Before students can inquire about an issue they need tools on how to do analysis. Importance of understanding logic and rhetoric. Horse before the cart.
Level 1 Inquiry	Moral reasoning and ethics: Before students can really inquire about an issue they need to be able to pull out of the arguments of others and understand the morality and values of those making the arguments. Horse before the cart.
Level 1 Inquiry	Scientific inquiry: Leave this up to the science faculty and what to do, but involves scientific method
Level 1 Inquiry	History or economics or civics – This would be a broad “big picture” course. Very hard to analyze specific issue without having background in the big picture
Level 2	A wide variety of courses should be allowed, some perhaps broad, and others more narrow in nature, including “life skills” courses

GENERAL EDUCATION PROPOSAL	COLLEGE PROPOSAL – CBCG - without second language requirement
	Pre-college – Math 106 or equivalent (0) – Basic numeracy skills
Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)	Math or 2 nd language (3-12) – 2 nd language or advanced quantitative skills
Second Language (0-7) Language 102 & 201	See above
Writing (6) Engl 101: College Reading, Writing & Research Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major	English 101 (3) – Communication skills, library/internet research skills English 315 or approved seminar (3) – Communication skills, library/internet research skills
GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.) Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)	Logic & rhetoric (3)* – Critical thinking skills Moral reasoning & ethics (3)* – Critical thinking skills Scientific analysis (3) – Analytical skills, scientific method Health and fitness (2) – Background for healthy lifestyle → for proposals
GE 2 (9) World Communities Inquiry in the Natural Sciences } Inquiry in the Social Sciences } Inquiry in the Humanities } (Students choose one course from each of the two categories outside their major area.)	History or economics or civics or anthropology (3)** – Analytical skills, broad contextual understanding “big picture” course / perspective Psychology or humanities or communication or computer science or personal finance (3) – Critical thinking, “life” skills

*To spread the teaching load across departments, various versions of these courses could be taught out of different departments with some content field focus coupled with the main focus on development of skills in logic & rhetoric or moral reasoning & ethics. The courses could have a common course number and name but use departmental acronyms to indicate the field focus such as "Logic & Rhetoric in ____" and Moral Reasoning & Ethics in ____." Courses should be designed such that a logic & rhetoric course is a prerequisite to moral reasoning & ethics, but no specific content field prerequisite can be required for moral reasoning & ethics. I would limit the number of versions of these courses to no more than 1 per college (meaning 1 logic & rhetoric course and 1 moral reasoning & ethics course).

**This list could be adjusted to include other fields or other combinations of fields.

Reasoning

Second language	Math is more important for many students' futures than learning a foreign language.
Level 1 Inquiry	Logic and rhetoric: Before students can inquire about an issue they need tools on how to do analysis. Importance of understanding logic and rhetoric. Horse before the cart.
Level 1 Inquiry	Moral reasoning and ethics: Before students can really inquire about an issue they need to be able to pull out of the arguments of others and understand the morality and values of those making the arguments. Horse before the cart.
Level 1 Inquiry	Scientific inquiry: Leave this up to the science faculty and what to do, but involves scientific method
Level 1 Inquiry	History or economics or civics – This would be a broad “big picture” course. Very hard to analyze specific issue without having background in the big picture
Level 2	A wide variety of courses should be allowed, some perhaps broad, and others more narrow in nature, including “life skills” courses

GENERAL EDUCATION PROPOSAL	COLLEGE PROPOSAL – CBCG - compromise
<p>Quantitative Reasoning (0-3) Math 107 (a beefed up Math 106); or approved Math course (Stats, Calculus....)</p>	<p>No change (0-3)</p>
<p>Second Language (0-7) Language 102 & 201</p>	<p>Add option to GE proposal – Students can achieve requirement by providing assistance to helping EIL students learn English. Would be done in conjunction with EIL Dept. (0-7)</p>
<p>Writing (6) Engl 101: College Reading, Writing & Research Engl 315: Topics for Advanced Writing & Analysis; or approved writing capstone in major</p>	<p>No change (6)</p>
<p>GE 1 (9) Local Communities: Principles of Civic Engagement Inquiry 110: Critical Inquiry & Analysis (1 course from a menu of options.) Inquiry 120: Scientific Inquiry & Analysis (1 course from a menu of options.)</p>	<p>Add alternative to local communities course – U.S. founding, ‘self-evident truths,’ natural rights, political setting for restoration of the gospel, capitalist economic system, possibly with service component (3) Social study content course combined with explicit coverage of WASC outcomes – includes analysis, logic (3) Science content course combined with explicit coverage of WASC outcomes – includes analysis (3)</p>
<p>GE 2 (9) World Communities Inquiry in the Natural Sciences Inquiry in the Social Sciences Inquiry in the Humanities <i>(Students choose one course from each of the two categories outside their major area.)</i></p>	<p>World communities? (3) Other courses: (6) Natural sciences would include options in exercise & health & nutrition, computers, database & other Social studies includes family financial planning & other Humanities, could include international communications course which covers examples of how communications appropriate in one culture can be inappropriate in another culture</p>

Justification of Differences

GE Proposed Course	Reasoning for Proposing Something Else
<p>Foreign language up to the 201 level course</p>	<p>Concerns about proposal:</p> <ul style="list-style-type: none"> • Students who have high school background in courses we do not offer will need to start over to get to 201 • Individuals who study foreign language in classroom are very unlikely to learn the language to anything close to the extent that ESL students learn English, or that North American students learned the foreign language on their missions. For most students, their ability will be very modest and they will know that • Difficult in meeting the need of foreign language courses with existing faculty. • Unlikelihood that accepting online-type courses will bring sufficient foreign language ability • English-first language students are more likely to need to converse in languages of information technology and math, rather than another spoken language <p>Recommend adding another option, tutoring and otherwise helping EIL students learn English</p> <ul style="list-style-type: none"> • Would be done in way acceptable to EIL faculty • Will result in much greater interaction between students on campus from different languages • Will directly correspond to mission of this university to help ESL students learn English • Students choosing this option will need to do work equal to those who do the traditional language option • They will individually tutor EIL student, and otherwise assist them that will help them appreciate other languages and cultures, as they see EIL students struggle with English • Can give great boost for EIL students to improve in English, a major issue at BYUH.
<p>Local communities course</p>	<p>Concerns about the Local communities-type course</p> <ul style="list-style-type: none"> • Too micro-oriented for a worldwide student body, most of whom will permanently leave Laie • Risk of becoming intertwined with contentions already existing within this community • GE program appears to ignore study of nations, especially the country where this university is based <p>Recommend adding an alternative option for students, study of principles of nations, especially the United States</p> <ul style="list-style-type: none"> • Place to include 'self-evident truths,' natural rights, political freedoms and setting for restoration of the gospel • Value of individualism that is harder to bring out in a communities-based course • Effect of Declaration of Independence and Constitution on political thinking worldwide • Capitalism a means for economic progress

<p>Inquiry 110 and 120 courses</p>	<p>Concerns about freshman-level inquiry courses:</p> <ul style="list-style-type: none"> • Are freshman-level students ready to do inquiry? Do they have cognitive ability? • What requisite content knowledge can professor assumes the students bring with them? [The answer appears to be none.] • How to do inquiry about material that professor cannot assume the student knows anything about?
	<ul style="list-style-type: none"> • Appears to be a trendy approach to GE, but is it based on success? <p>Instead, recommend freshman-level GE:</p> <ul style="list-style-type: none"> • Have these courses be primarily content-level courses within sciences and social sciences • Still include WASC outcomes in the courses, which are addressed • Expressly assess those outcomes
<p>Level 2 Inquiry courses</p>	<p>Recommend:</p> <ul style="list-style-type: none"> • Include in natural science section, courses in exercise, health, and nutrition; information technology; and database • Include in social science courses such as family financial planning • Include in humanities challenges in international communication • Goal of courses would be to include not only inquiry, but also analysis and the search for excellence and truth

