

GE Review Direction

ad hoc committee 5/25/11

Premises

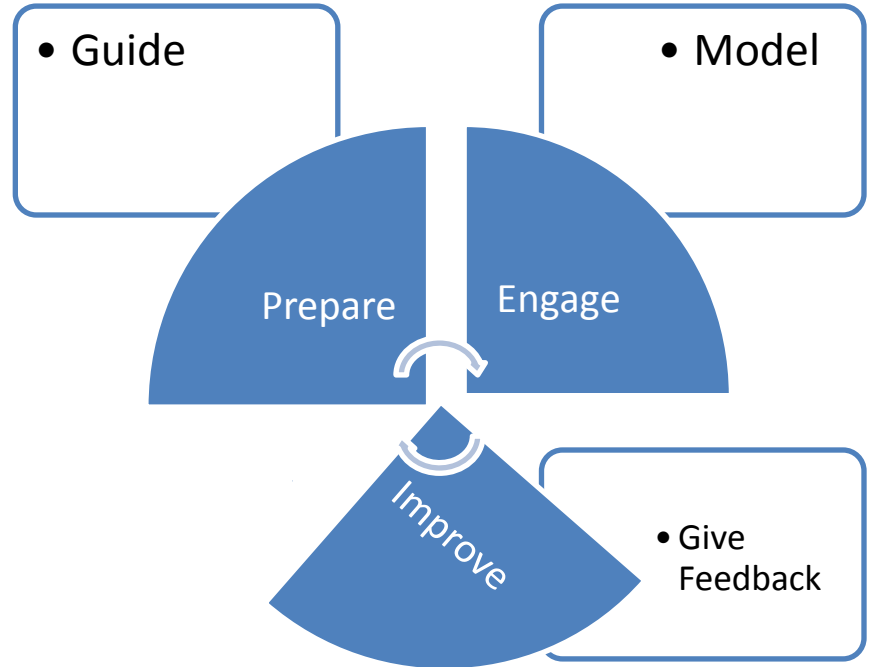
- BYUH is established to help students become capable and willing to serve and lead in their families, community, and the Church, especially building the Kingdom in the target area.
- In order to become those servant-leaders, students need to develop capacities beyond what they would have merely by staying home and serving in the Church.
- University-level outcomes articulate the capacities students should have when they leave
 - Some of them reinforce the capacities they would develop with continued Church service
 - GE will primarily focus on building new capacities for university-educated Saints, able to blend secular and spiritual



Principles behind curriculum strategy

- 1) Learning is active – Teaching is mentoring
- 2) Being an educated servant-leader also means having a breadth of knowledge of the world
- 3) Problems rather than surveys of knowledge allow for practice and active learning

Learning is active – Teaching is mentoring



Learning is active – Teaching is mentoring

Becoming learners, leaders, and builders by practicing learning, leading, and building

- *Design implication:*
 - practicing the core capacities [inquire – analyze – communicate] should be the highest priority, not merely exposure to fields of knowledge and different disciplines
 - mentoring this practice rather than information transfer is our highest priority

Being an educated servant-leader also means having a breadth of knowledge of the world

Of things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations, and the judgments which are on the land; and a knowledge also of countries and of kingdoms—

That ye may be prepared in all things when I shall send you again to magnify the calling whereunto I have called you, and the mission with which I have commissioned you. (D&C 88:79-80)

- *Design implication:*
 - divide content into categories that must have some experience with (e.g. Natural World – physical reality, Social World – reality of people, i.e. social sciences and humanities)
 - unique mission of our students implies linguistic ability to function in a global world, with at least two languages

Issues we're considering

- Required second language
- Core GE Classes
 - Problem/issue based vs. survey (breadth)
 - Opportunity to practice core capacities
 - 2-3 stages of development
 - Structured core classes *or* menu of approved options
- Small number of skill development classes
 - Basic competencies – Math, English, Digital skills
 - Personal sustainability – health/wellness, financial management

Stage 1

Stage 2

Stage 3

CORE CLASSES

Personal sustainability – health/wellness, financial management

Development of second language ability if needed; if not needed then take elective classes

Outcomes/ Capacities	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>
Inquire	Critical evaluation	Recognize ambiguity & complexity	Synthesize
Analyze	Logical thinking	Problem solving	Innovate
Communicate	Clear communication	Recognize multiple perspectives	Collaborate
Service/ Leadership/ Citizenship	Participate	Design solutions	Implement

Possible Categories/Criteria for Core Classes

- Different categories/criteria

	Natural World	Social World
Local		
Global		

- Weave in other outcomes
 - service (local, global)
 - sustainability (personal, global)
 - integration of faith and learning