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
knowledge of the world

- Analyze
- Communicate
- Inquire
- Live faithfully (integrating faith with learning and conduct)
- Act sustainably (stewardship of personal and global resources)
- Take responsibility (local and global service, leadership)
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

- Prepare
- Engage
- Improve

• Guide
• Model

• Give Feedback
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
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td>Personal sustainability – health/wellness, financial management</td>
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<tr>
<td>Development of second language ability if needed; if not needed then take elective classes</td>
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**CORE CLASSES**
<table>
<thead>
<tr>
<th>Outcomes/Capacities</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
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<tbody>
<tr>
<td><strong>Inquire</strong></td>
<td>Critical evaluation</td>
<td>Recognize ambiguity &amp; complexity</td>
<td>Synthesize</td>
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<tr>
<td><strong>Analyze</strong></td>
<td>Logical thinking</td>
<td>Problem solving</td>
<td>Innovate</td>
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<td><strong>Communicate</strong></td>
<td>Clear communication</td>
<td>Recognize multiple perspectives</td>
<td>Collaborate</td>
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<td><strong>Service/Leadership/Citizenship</strong></td>
<td>Participate</td>
<td>Design solutions</td>
<td>Implement</td>
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Possible Categories/Criteria for Core Classes

- Different categories/criteria

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

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Local</td>
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