Memorandum

To: Vernelle Lakatani, Registrar
From: Max L. Checkettts, Vice President for Academics
Date: June 26, 2009
Subject: Curriculum Proposal

The following proposal was approved by the Academic Council:

- 09-13 Freshman Academy Seminar, Ban Phung

MLC:ill
Cc: Chad Compton, Associate Academic Vice President for Instruction
    Doug Bates, Chair, Curriculum Committee
BYU Hawai‘i Curriculum Proposal  
Section 3

**Approvals**

Name of Proposal: Freshman Academy Seminar

Submitted by: Ban Phung/Stephen Hancock  
Signature:  
Date: 3/31/09

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
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</table>
| 1. Approved by faculty in the department.  
(signed by Department Chair)                                                 |      | Signature:               |
|                                                                           |      | Type name: Stephen Hancock |
| 2. Approved by College or School  
(signed by all affected Deans)                                               |      | Signature:               |
|                                                                           |      | Type name: Chad Compton   |
| 3. Reviewed by LAS when the proposal is for a new course (course outline  
attached), new program, or when additional resources are requested.       |      | Signature:               |
|                                                                           |      | Type name: Douglas Bates  |
| 4. Approved by General Education and Honors Committee (when appropriate)  
(signed by the GEH Committee Chair)                                         |      | Signature:               |
|                                                                           |      | Type name: Beth Haynes    |
| 5. Approved by CC  
(signed by CC chair)                                                      |      | Signature:               |
|                                                                           |      | Type name: Douglas Bates  |
| 6. Approved by APC  
(signed by Academic Vice President)                                         |      | Signature:               |
|                                                                           |      | Type name: Max Checketts  |
| 7. For new programs—Approved by the President’s Council  
(signed by the President)                                                   |      | Signature:               |
|                                                                           |      | Type name: Steven Wheelwright |
BYU Hawai‘i Curriculum Proposal

Section 1

Proposal Description (Balance Sheet)

Provide statement which describes the nature of this proposal, the before and after effects of this proposal, including the affected program outline, the credit totals for the program and the individual courses, as well as the prerequisites and courses from other departments which may be affected by this proposal.

New course proposals must have a course outline attached.

This statement should also discuss:

- Rationale for this change based upon evidence gathered within the department or school/college including annual assessment plans, self-study, department review, outcomes matrix, multi-year plan or other pertinent assessment documents.

- The ongoing significant curriculum or program changes which could develop in the next five years when this proposal is implemented.

- The specific assessment data or evidence that was used through the annual assessment plan or program review that supports this proposal.

As its course title suggests, the Freshman Academy is a seminar focused on facilitating the academic, social, civic, and spiritual experiences of the incoming freshman during their first year at BYU Hawaii. Students are grouped into learning communities with a charge to be responsible for not only their own learning but for developing a healthy community-based culture which follows principles as outlined below:

- Learning is for personal benefit and the good of the community. The best learning comes through collaboration, not competition.
- Learning requires hard individual work and a commitment to publicly shape that work through feedback, discussion, service, and reflection.
- Learning in a community is essential training for successful citizenship, employment, parenthood, and discipleship.

Freshman Academy students jointly enroll in three general education courses taught by experience faculty representing diverse disciplines to integrate freshman students to academic life and assist them to establish meaningful connections across their classes, cultures, and communities.
BYU Hawai‘i Curriculum Proposal
Section 2

Catalog Detail (for each affected course)

Requested Effective Date (MMM DD YY):

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

[ X] New Course
   (attach course outline)

[ ] New Course Number
   (specify old number below)

[ ] Grading to/from P/NP

[ ] New Course Title

[ ] Credit Hours

[ ] Prerequisite

[ ] New Course Description

[ ] Class Fees

[ ] Other - specify

Department: General Studies

Course Number: GS 101

Credit Hours: (1 Lecture)

Full Course Title: (for the catalog) Freshman Academy Seminar

Abbreviated Course Title: (for transcripts, maximum of 16 characters)
FreshAcadSem

New Course Description: (for the catalog, maximum of 25 Words)
Seminar focused on facilitating the academic, social, civic, and spiritual experiences of the incoming freshman during their first year at BYU Hawaii.

Semester(s) Offered: Fall X _ Winter X _ Spring X _ Summer X _ First _X

Years Offered: Every Year X _ Even Years _ Odd Years _

Class Size: Optimum 40 _ Minimum 20 _ Maximum 60 _

If this is a new course number, what was the old number, and should the old and new courses be treated as identical for purposes of retakes and graduation requirements?

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Attach copies of each of the related web pages from the on-line catalog and indicate where changes should be made.
Course Outline:

Title:
Freshman Academy Seminar

Course Description:

As its course title suggests, the Freshman Academy is a seminar focused on facilitating the academic, social, civic, and spiritual experiences of the incoming freshman during their first year at BYU Hawaii. Students are grouped into learning communities with a charge to be responsible for not only their own learning but for developing a healthy community-based culture which follows principles as outlined below:

- Learning is for personal benefit and the good of the community. The best learning comes through collaboration, not competition.
- Learning requires hard individual work and a commitment to publicly shape that work through feedback, discussion, service, and reflection.
- Learning in a community is essential training for successful citizenship, employment, parenthood, and discipleship.

Freshman Academy students jointly enroll in three general education courses taught by experience faculty representing diverse disciplines to integrate freshman students to academic life and assist them to establish meaningful connections across their classes, cultures, and communities.

Learning Objectives, with methods of assessment:

1. Students will understand and be able to reflect on the purposes of a BYU education and their place within a learning environment where they obtain knowledge by study and also by faith.
   - Graduation rate
   - Time to graduation
   - GPA
   - Essay at end of term/semester compared to entrance essays

2. Students will understand and be able to reflect on the place of work and the development of leadership within their BYUH learning experience.
   - Essay at end of term
   - Statistics and qualitative analysis of the sorts of jobs FA students select and their job performance where possible and appropriate

3. Students will understand principles of inter-cultural sensitivity and be able to reflect on these.
   - Essay at end of term
   - Possible use of Inter-cultural sensitivity index
Grading:
The course will be offered under a pass-fail grading system.

Faculty resources and responsibility for the class:

Various persons within the university, principally academic leadership, will teach the course. Some faculty will be involved in teaching where they are qualified to teach particular workshops and already do so within the structure of the university. Students will also be involved, and other staff from the counseling center and other entities on campus.

The Associate Academic Vice President is responsible for this course. The First-year Transition Committee will determine the precise content of the course for any given semester or term in accordance with the learning goals stated above. The Associate Academic Vice President will appoint a faculty member or service missionary to manage the course attendance and coordinate the various instructors for the class. We, the First-year transition committee, are recommending that if a full-time faculty is given this assignment, it should come with a full course release and an administrative assistant should be hired for 5 hours/week to assist.

Other Considerations:

This course may be administered either as a full-semester course, or as a block course, as the need arises.

This course is not, nor is it intended to become, a general education requirement. It represents a single credit of university elective to enrich the experience of our first year students, help them adjust to the climate of the university, help them understand the mission of the university and their place in it, and improve retention.
A note on Freshman Academy:

The Freshman Academy program is already in operation on our campus under the name of Freshman Learning Communities. In this program, students live close to each other in the dorms when possible. They take a cluster of courses together. There are facilitators hired to help them through these courses and assist them in adjusting to university life, and course instructors are encouraged to coordinate learning between classes where possible, and at least to be aware of what other learning experiences the groups are encountering.

In the past, the learning communities have been over a single semester and included two courses. We are currently expanding the program so that students take courses over three semesters/terms, including two courses the first semester/term, two the second, and one the third. The courses are all general education courses at this point, though the administration and the committee have been open to the idea of communities in certain majors that might require or benefit from such a program.

A sample Freshman Academy cohort might take the following courses:

<table>
<thead>
<tr>
<th>Semester/Term 1</th>
<th>Semester/Term 2</th>
<th>Semester/Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>ENGL 201</td>
<td>HIST 201</td>
</tr>
<tr>
<td>REL 121</td>
<td>COM 110</td>
<td></td>
</tr>
</tbody>
</table>

The courses are flexible, and we are trying to vary them over time. This represents only part of the student’s course schedule over the period involved, and they will be involved in other courses as part of a full-time credit load.

The seminar represents an additional course, which we will be part of the first semester/term in which they are involved in the program.

The Freshman Academy is optional. Students are encouraged, but not required, to be part of it. Such programs have been extensively shown to increase retention and academic success, especially in traditionally under-represented groups and among at-risk students, including first-generation college-students. I will attach a copy of the brochure that we send to students to recruit them into the course.

The Freshman Academy does not represent a change to the curriculum for any degree program other than in the inclusion of the seminar as an elective. Participants have the same major and GE requirements as other students. Accordingly, this note is included for the information of the committee, not as an application for approval of the Freshman Academy as a whole or the learning community concept. Any concerns about the overall concept, if any, should be raised through other academic channels (APC, Deans’ Council, FAC). You may certainly contact the committee through the chair, Stephen Hancock, at hancocks@byuh.edu or at 5-3438.
COME AND JOIN THE COMMUNITY.

The mission of the Freshman Academy will assist you in coming to a greater understanding of your own cultural heritage and the ways that you will be able to integrate with the cultures of those around you.

You will discover your way of contributing to the university community and the world.

Ua Moku Kea O Ka Aina I Ka Pono

First-Term 2009 (both groups)
Engl 101 (Reading, Writing, and Speaking)
Rel 121 (Book of Mormon 1st half)
GS 101 (Freshman Academy Seminar)

Fall Semester 2009
Group 1
Engl 201 (Critical Composition)
Comm 110 (Inter-cultural Communications)
Group 2
Engl 201 (Critical Composition)
Musc 102 (World Music Cultures)

Winter Semester 2010
Hist 202 (History of Civilization since 1500)

"The Freshmen Academy allowed me to look beyond my Hawaiian culture, as cultural diversity played a key role in discovering each others’ talents and backgrounds. I loved this cultural diversity because it allowed for lively class discussion with more than just one predominant culture’s view.
A student from Hawaii

Enhance your introduction into university life by joining a learning community at BYUH.

Tel: 808-675-3610
What Is Freshman Academy?

SMALL CLASS SIZE

Daily meaningful interaction with 19 other students from other cultures and with individual professors, developing deep, even lifelong relationships.

INTERNATIONAL PEERS

Working with familiar classmates on shared problems, facilitating thinking across disciplines and cultures so crucial to becoming leaders in the workforce and the world.

CULTURAL INTERACTION

Learning space and opportunity to explore cultural difference and learn methods to negotiate that difference, one of the most uniquely valuable and marketable skills BYU-Hawaii has to offer.

STUDENT MENTORS

A student mentor, experienced in university life and success, who attends your classes and is available for advice and tutoring.

STUDY GROUPS

The student mentor organizes and leads study groups for each of the communities to meet the needs of each of the classes in the learning community.

FRESHMAN ACADEMY SEMINAR

The seminar is an integrated orientation to the university and the community of Laie. There will be focused orientation to life as a university student and opportunities for service in the surrounding community.

HOUSING

All Freshman Academy participants will be housed in common areas in the Hales for easy and convenient access to each other.

What do past participants have to say?

Over 90% of past FA students claim it was the best part of their freshmen learning experience. Here are comments from a few:

I feel unity from this class and we get to know each other more. Teachers treat us more special because we are freshmen.

- Student from Mongolia

I learned that I need to recognize and understand my feelings, not only about myself but about others. As I began to look and analyze my feelings, I have learned a lot about myself.

- Student from California

The greatest thing was that we were all from different parts of the world. We have learned so much about each other and we had a lot of fun. The Freshmen Academy would be a good start for ALL freshmen and a really good way to open our minds and hearts.

- Student from France