

Roundtable Discussions  
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## **Championing the General Education Mission: A Strategy for Collaboration and Assessment**

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The General Education Committee at Brigham Young University - Hawaii has sought to cultivate greater ownership of the curriculum on campus. For the past three years, the G.E. Committee has drafted a new Mission Statement, implemented plans to assess the qualities behind the student outcomes and sought feedback from the many participants in the General Education program. We will provide one model for championing intentional learning and increasing accountability.

The BYU-Hawaii G.E. Committee maintains standards in student outcomes, fosters engagement among the faculty as they teach the general education classes and advocates, even champions, the goals of intentional learning. We highlight three categories of participants in the G.E. program at BYUH and describe how collaboration occurs and what sense of ownership may result. The advocates of general education are clearly the committee members; however, other formal faculty participants have come together in assessment groups, sub-committees and workshops. A majority of the faculty also teach classes within the G.E. requirements, with a special emphasis on a G.E. capstone inter-disciplinary studies course. The G.E. Committee points to the rewards of a General Education experience for all, with a vivid recognition of how tortuous and unpredictable the teamwork can be.

## **BYU-Hawai'i General Education Mission October 1, 2001 (finalized)**

### **Preface**

BYU-Hawai'i offers an undergraduate education founded on the pillars of religious, general, and major education. Each pillar supports and contributes to the others and is integral to the education envisioned in the University's mission statement. A student's general education is developed in designated General Education, Major, and Religion courses, as well as co-curricular activities associated with student life at BYU-Hawai'i. A general education helps a student develop breadth, flexibility, and an understanding of the world's cultural and intellectual heritage.

### **Mission Statement**

The General Education program helps students develop knowledge, skills, and attitudes that contribute to habits of life-long learning and wellness, and that prepare them to function in a world community as productive, responsible citizens and as faithful members of The Church of Jesus Christ of Latter-day Saints.

### **Qualities of the Generally Educated Student**

#### **The generally educated student will:**

*Pursue truth.* The student will seek to learn truth through a variety of discovery processes, search for knowledge, and be able to synthesize and analyze information.

*Communicate effectively.* The student will be able to demonstrate throughout the curriculum the abilities to read and listen with understanding and express complex ideas in spoken and written forms.

*Solve problems.* The student will think innovatively, and apply appropriate strategies for resolution of life's problems.

*Respond aesthetically.* The student will be able to respond with sensitivity and discrimination to various creative forms.

*Behave ethically.* The student will be able to purposefully define personal values, apply ethical and religious principles in making moral judgments, and accept the consequences of decisions.

*Integrate socially.* The student will develop understanding of various perspectives, elicit the views of others and be able to integrate successfully in collaborative environments.

*Be globally responsible.* The student will recognize the interdependence of global forces and local contexts, learning to act with an understanding of the social and environmental issues that shape the world.

### **Philosophy**

The three pillars of the university curriculum comprise our students' university education. The seven qualities built on these pillars provide a powerful starting point for continuous learning and living a full life. BYU-Hawai'i has a singular commitment to education as a process of creating cross-disciplinary connections. We hold that exemplary learning occurs among those who are aware of what they are learning and how much more there is to know. The humility inherent among such learners is worthy of our greatest efforts. A BYU-Hawai'i education exists because of prophetic visions in harmony with scriptural injunctions to study and learn and become acquainted with all good books, with languages, tongues and people, with things both in heaven and in the earth, and with countries and kingdoms (D&C 90: 15, D&C 88: 79).

## **PROPOSAL TO ESTABLISH NEW GENERAL EDUCATION COMMITTEE**

10 December 2001

It is proposed that in order to give the general education committee maximum visibility in the campus community and to facilitate the task of assessment soon to be undertaken that membership normally include the following:

- the G. E. associate dean as chair of the committee
- the coordinator of IDS classes
- the head of the Math Department
- the coordinator of World Communities
- the coordinator of English Composition
- the chief academic advisor or her/his representative
- a student invited by the G.E. Committee

In the event that it is not possible to fill one of these standing committee positions the slot may be held open, to be filled during the next academic year, or the slot may be used to appoint an at-large member, at the committee's discretion.

Additional members will be selected and invited to join the committee by the Chair of the General Education Committee (the Associate Dean of General Education) in consultation with the above standing members, the Dean of the College of Arts and Sciences, and any additional members of the committee constituted at the time of selection. Each of the additional members (whose number may vary from year to year) will represent one of the seven qualities of a generally educated student, as established in the General Education Mission Statement dated October 1, 2001. These members will be chosen on the basis of their backgrounds, interest in general education curriculum as a whole, and suitability for participation on the committee. At the discretion of the G. E. Committee, a member representing one of the curricular/administrative areas may also be designated as the representative for one of the seven qualities. In the event that one of the standing members is serving on a GE assessment sub-committee, at the committee's discretion that slot may be used to appoint another at-large member.

Each member (except for student representatives who will serve one-year terms) will serve a term of at least three years with the possibility of continuing to serve for additional terms. The G. E. associate dean will chair the committee as a non-voting member. The chair's duties will include setting the agenda, facilitating meetings, implementing the decisions of the committee, acting as the general education representative on the Academic Planning Council, and representing the committee to the university at large. The chair will also administer a budget for purposes of capacity building, assessment, public relations, special scholarships and awards, and to promote other special projects by general education committee members and faculty, as determined by the committee to enhance the university's ability to offer a high quality general education curriculum.

It is proposed that the duties of the general education committee include the following:

- implement the general education program and maintain the program's integrity;
- oversee the administration of IDS courses and ensure their consistency and quality;
- review proposed general education courses and changes in existing courses
- monitor the quality of existing general education courses to assure they meet established general education objectives;
- ensure the consistency and quality of transfer students' general education proposals;
- propose changes to the curriculum of general education when necessary.

## Survey of BYUH Faculty on Attitudes toward G.E. Program Winter 2004

All faculty were asked to respond to a survey on general education. Part-time faculty were included as well as full-time. Responses were relatively consistent across groups including all respondents, full-time faculty, those who teach at least one GE course per year and those in College of Arts and Sciences.

**Areas of clear faculty understanding of or attitude toward GE** are items for which 75% or more of the total respondents are in agreement (or disagreement).

Baccalaureate degree should include a general education program. (97% agree)

At BYUH, General Education is equal in importance to religious education. (80% agree)

I have a good understanding of the BYUH GE requirements. (76% agree)

Teaching GE classes is a good experience for the instructor. (81% agree)

Interaction with students from many majors makes teaching GE classes enjoyable.  
(80 % agree)

I am enthusiastic about teaching GE classes. (77% agree)

I am genuinely interested in helping the students understand the GE subject. (86% agree)

I care equally about teaching effectively in my GE classes as in major classes (76% agree)

The General Education Program at BYUH is valuable to the university. (96% agree)

The General Education Program at BYUH reflects my views of a generally educated person. (87% agree)

The General Education Program at BYUH prepares students to succeed in a diverse world.  
(85% agree)

**Areas of concern for GE Committee regarding faculty understanding of or attitude toward GE** include items for which a critical mass of faculty (35% or more) either don't know and/or disagree.

I am aware of the seven qualities of the G.E. Mission Statement. (37% don't know or disagree)

The reduction of GE requirements in 1997-98 enhanced the BYUH student experience.  
(33% don't know, 25% disagree)

The BYUH G.E. Mission Statement of 2001 helps me teach more effectively. (34% don't know, 28% disagree)

The two semester History 201 and 202 classes function well as a requirement for GE synthesis. (53% don't know, 8% disagree)

The three credit Interdisciplinary course is a valuable GE capstone requirement for students. (40% don't know, 7% disagree)

The General Education Program at BYUH is developing appropriate standards of assessment. (36% don't know, 9% disagree)

The General Education Program at BYUH gives students an opportunity to integrate their education in a capstone interdisciplinary GE requirement. (35% don't know, 10% disagree)

Have you participated in the process of developing the G.E. assessment plan?  
(66% no, 4% not sure)

The General Education Capstone Class  
IDS Interdisciplinary Course (3 credits)

The IDS Capstone class was instituted in the late 1980s at BYUH. In October of 1990, the General Education Committee produced a statement of Guidelines. Ever since that time, the G.E. has referred to this single document when considering the implementation, substitutions or improvements in the G.E. requirement. Recently, however, we have become more concerned with the implementation of the course and hope to achieve the goal of synthesis and interdisciplinary awareness in more intentional ways. We continue to learn that collaboration requires the continuity of documentation and the flexibility inherent in cooperation.

GUIDELINES FOR IDS COURSES

(Approved by General Education and Honors Committee 10/25/90)

Guidelines for IDS Courses.

- 1) An IDS course must be overtly Interdisciplinary; that is, it must be designed and executed with the major purpose of demonstrating the linkage between disciplines. For instance in a class such as "Literature and Politics," a student would learn something about political theory but the main thrust of the course (80%?) would be the effect of literature on politics (the passage of the 17th Amendment after the publication of The Jungle) or the effect of politics on literature (textbook selection or censorship).
- 2) The linked disciplines must not be obviously related.
  - a) one discipline should not be a sub-discipline of another. Examples might be biology and microbiology, or international relations and foreign policy.
  - b) One discipline should not be an historical antecedent of the other. Examples might be diplomatic history and international relations or 17th century British literature and 18th century American literature.
  - c) Courses normally taught together in a major such as accounting and hotel management would be inappropriate.
- 3) In principle all IDS courses should be equally appealing to all students. Although that objective is impossible, its converse - that certain courses would appeal only to students from a certain major must be avoided.
- 4) All IDS courses should be equally accessible to all students. This objective is similar to #3 but #4 relates to courses that assume skills that not every student would have. Objectives 3 and 4 can be partially achieved by ensuring that no IDS course will have any prerequisite other than completion of Areas I and II.
- 5) No IDS class should be designed to serve any one major. In an area of expanding major requirements, a course must not be created for G.E. with the hidden agenda (for example) that all Political Science majors would be advised to take it.

The General Education program at Brigham Young University- Hawaii includes a two semester **History of Civilizations** requirement. When first implemented, the course was taught by members of the History Department. Since 2000 and with the urging of the G.E. Committee, the two courses have implemented more collaboration from other faculty. History 202 has become a multi-disciplinary course, team-taught by professors from the History, Cultural Studies, Music, English, Physics and Religion departments. History 201 now includes a significant library component, where students meet with Library Faculty six times in the semester with an embedded assessment exercise.

Examples of course descriptions from the most recent syllabi follow below:

### **History 202 - World Communities Since 1500**

The purpose of this course is to prepare BYU-Hawaii students for global citizenship in the 21<sup>st</sup> century by focusing on the historical and cultural processes that have produced the complexities of the contemporary world. The instructors of the course take seriously the goal of BYU-Hawaii's mission statement to "promote world peace and international brotherhood" by "providing a period of intensive learning in a stimulating, multicultural, gospel-centered environment."

Envisioned and supported by the BYU-Hawaii General Education Committee, the course is consciously interdisciplinary, drawing on the knowledge and teaching skills of faculty from across the campus. As a way of more closely examining experiences within and between cultures, this course will explore the inter-cultural contacts and conflicts that have displaced and remade most of the world's communities in the modern age. Centered on an island in the middle of the Pacific, we are in a position to develop a unique angle of vision. We will study groups of people from all types of "islands" (from atolls to continents). The lessons we learn should help us to both understand and transcend the limitations of our own perspectives.

### **History 201 - World Civilizations to 1500**

Welcome to a World History class. In this course we will examine the civilizations of the world up to the beginnings of the modern era (ca. 1500). Examining everything about the past from pre-historic time to the medieval world is manifestly impossible, but to remain ignorant "of history, and of countries, and of kingdoms, of laws of God and man" is a worse alternative.

One goal will be developing your "information literacy" by learning how and where to gather information and how best to evaluate and present that information. To accomplish this goal, every Friday will be linked to information literacy, half the time with history faculty and half the time with library faculty. In addition, 1/5 of the course assignments will deal with information literacy helping you complete intermediate steps (another 1/5 of final grade) towards completing a significant research paper. In accordance with the mission of General Education, this course and its historical content will be a means of improving your ability to communicate effectively, pursue truth, and be globally responsible particularly through developing information literacy skills for life-long learning.

Name: \_\_\_\_\_  
ID#: \_\_\_\_\_

Acad. Advisor: \_\_\_\_\_  
Date: \_\_\_\_\_

## BYU-H GENERAL EDUCATION REQUIREMENTS

### Bachelors Degree 2003-2004 revised 12/17/03ik

#### AREA I - BASIC SKILLS

##### **Pre-College Math Requirement** (*choose one*)

1. Achieve score of 22+ on ACT math test. \_\_\_\_\_
2. Achieve score of 500+ on SAT math test \_\_\_\_\_
3. Pass the BYUH departmental exam. \_\_\_\_\_
4. Pass Math 100 (3 cr.) \_\_\_\_\_

##### **Choose Quantitative & Logical Reasoning OR Second Language Acquisition**

##### **Quantitative & Logical Reasoning (0-4)**

Four credits of Math above Math 100

1. Math 106 (4) \_\_\_\_\_
2. Math 110 + higher level math course \_\_\_\_\_
3. Four credits beyond Math 110 \_\_\_\_\_

##### **Second Language Acquisition (0-12)** (*choose one*)

1. Pass Language at 201 level. \_\_\_\_\_
2. Credit by examination through the 201 level. \_\_\_\_\_
3. Pass Music 212 and 212L. \_\_\_\_\_
4. Certify Competence (non-native speakers)
  1. Pass EIL (English as an International Lang.) program. \_\_\_\_\_
  2. Demonstrate English proficiency above the EIL level \_\_\_\_\_
5. Test out of the 201 level without credit. \_\_\_\_\_

##### **Basic Reading/Writing/Speaking (3)**

English 101 (3) \_\_\_\_\_

##### **Health & Physical Education (2)**

EXS 177 (1) or EXS 129 (2) \_\_\_\_\_  
EXS 100 Elective (1) \_\_\_\_\_

Note: The following courses are designed to help students sharpen their skills for success in college. Although they are not included as General Education requirements, nor can one obtain GE credit for taking them, students would be well advised to consider taking them as elective credits.

Student Development 101 (2)

Student Development 102 (1)

#### AREA II - FUNDAMENTAL KNOWLEDGE

##### **Introduction to the fundamental ideas & philosophical underpinnings of civilization (6)**

1. **Literary Expression (3)**  
English 201 \_\_\_\_\_
2. **Artistic Expression (3)** (*choose one*) \_\_\_\_\_
  - Humanities 101 (3) \_\_\_\_\_
  - Humanities 201 (3) \_\_\_\_\_
  - Humanities 202 (3) \_\_\_\_\_
  - ICS 102 and 102L (3) \_\_\_\_\_
  - ICS 290A (3) \_\_\_\_\_
  - ICS 290B (3) \_\_\_\_\_
  - ICS 290E (3) \_\_\_\_\_
  - Theater 115 (3) \_\_\_\_\_
  - ICS 290F \_\_\_\_\_
  - Art 296 (3) \_\_\_\_\_
  - Art 220 (3) \_\_\_\_\_
  - Art 255 (3) \_\_\_\_\_
  - Music 101 (3) \_\_\_\_\_
  - Music 102 (3) \_\_\_\_\_
  - Music 103 (3) \_\_\_\_\_

#### AREA II - Continued

##### **Introduction to the Natural World (6)**

##### **A. Biological Science (3)** (*choose one*) \_\_\_\_\_

Biology 100 (3) \_\_\_\_\_ Biology 201+ 201L (4) \_\_\_\_\_

Biology 206 + 206L (4) \_\_\_\_\_ Biology 220 + 220L (4) \_\_\_\_\_

##### **Physical Science (3)** (*choose one*) \_\_\_\_\_

Astronomy 104 (3) \_\_\_\_\_ Geology 105 (3) \_\_\_\_\_

Phy. Science 100 (3) \_\_\_\_\_ Chemistry 100 (3) \_\_\_\_\_

Physics 100 (3) \_\_\_\_\_ Chemistry 105 (3) \_\_\_\_\_

Physics 105 (3) \_\_\_\_\_ Physics 121 (3) \_\_\_\_\_

##### **Intro. to the Human Environment (3)** (*choose one*)

Anthropology 105 (3) \_\_\_\_\_ History 121 (3) \_\_\_\_\_

Communications 110 (3) \_\_\_\_\_ PAIS 105 \_\_\_\_\_

Economics 110 (3) \_\_\_\_\_ Political Sc. 110 (3) \_\_\_\_\_

Economics 200 (3) \_\_\_\_\_ Political Sc. 170 (3) \_\_\_\_\_

Economics 201 (3) \_\_\_\_\_ Psychology 111 (3) \_\_\_\_\_

Geography 101 (3) \_\_\_\_\_ Sociology 111 (3) \_\_\_\_\_

History 120 (3) \_\_\_\_\_ SOCW 160 \_\_\_\_\_

#### AREA III - SYNTHESIS

##### **History of Civilizations (6)**

History 201 (3) \_\_\_\_\_

History 202 (3) \_\_\_\_\_

##### **Advanced Writing (0-3)**

English 314, 315, or 316 (3) \_\_\_\_\_

**OR** approved Senior Seminar \_\_\_\_\_

##### **Interdisciplinary (3)**

IDS \_\_\_\_\_ (3) \_\_\_\_\_

Note: Students will choose from a variety of courses which transcend the artificial divisions of scholarly disciplines. These courses will frequently be team taught, using the expertise and resources of several academic areas. (Prerequisites are Engl 101, Engl 201, Hist 201 and Hist 202)

#### UNIVERSITY REQUIREMENTS

##### **Religion (14)**

Religion 121 (2) \_\_\_\_\_

Religion 122 (2) \_\_\_\_\_

Religion 211 **or** 212 (2) \_\_\_\_\_

Religion 324 **or** 325 (2) \_\_\_\_\_

Religion \_\_\_\_\_ (2) \_\_\_\_\_

Religion \_\_\_\_\_ (2) \_\_\_\_\_

Religion \_\_\_\_\_ (2) \_\_\_\_\_

**Total hours for graduation**

**120**