

# Proposal for Redesigned General Education Program

## Brigham Young University

### I. GENERAL EDUCATION VISION STATEMENT

The General Education Program at BYU is a key component of the university mission “to assist individuals in their quest for perfection and eternal life” (BYU Mission). Students enrolled in General Education courses acquire the knowledge, attitudes, and skills necessary to integrate faith and reason in the pursuit of truth through a broad-based study of the arts and sciences illuminated by the restored gospel of Jesus Christ. This increased capacity to understand “things as they are, and as they were, and as they are to come” (D&C 93: 24) and the ability to seek further inspiration strengthens them in mind and spirit to meet “personal challenge and change” and “bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind” (BYU Mission).

**Spiritually Strengthening.** General Education (GE) and Religious Education together comprise the university core. GE faculty are not expected to teach religion constantly in their classes, but all teachers at this institution should keep their “subject matter bathed in the light and color of the restored gospel.”<sup>1</sup> General Education classes should help students discern the sacredness in all the world and see learning itself as a sacramental act.<sup>2</sup> Classes and the mentorship GE faculty provide build testimony of Christ and the gospel as they model ways the sacred and the secular are intertwined. With a commitment to understanding all things in the light of the restored gospel, students “need not ignore difficult and important questions. Rather, they should frame their questions in prayerful, faithful ways, leading them to answers that equip them to give ‘a reason of the hope that is in them’ (1 Peter 3:15) and to articulate honestly and thoughtfully their commitments to Christ and to his Church” (BYU Aims). A goal of General Education is to amplify students’ capacity to “discern, apply, and ultimately internalize truth.”<sup>3</sup>

**Intellectually Enlarging.** “[B]ecause the gospel encourages the pursuit of all truth” (BYU Mission), General Education is likewise ambitious to help students acquire the wide skillset, knowledge, and perspective needed “to seek for truth wherever we may find it.”<sup>4</sup> Students develop sound thinking, effective communication, discernment with sources, cross-cultural competencies, and proficiency in quantitative reasoning as they engage in broad ways of understanding the world. This follows the pattern the Lord gave to the early saints who were likewise commanded to gain proficiencies and knowledge in all areas of human knowledge, 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,” as well as “the wars and the perplexities of the nations,” and “good books, and ...

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<sup>1</sup> Spencer W. Kimball, “Education for Eternity.” <https://educationforeternity.byu.edu>

<sup>2</sup> Ernest Wilkinson, et al. *Brigham Young University: School of Destiny*. p. 846

<sup>3</sup> Kevin J. Worthen, “The Pursuit of All Truth.” <https://speeches.byu.edu>

<sup>4</sup> Dieter F. Uchtdorf, “What is Truth?” <https://www.churchofjesuschrist.org>

languages, tongues and people” (see D&C 88:79; D&C 90:15). Thus equipped, students are prepared to address contemporary issues and explore timeless questions “by study and also by faith” (D&C 88:118). Students will learn to reason proficiently, think critically, and draw upon the truths of the gospel so they can “resist false fashions in education, staying with those basic principles that have proved right and have guided good men and women and good universities over the centuries.”<sup>5</sup>

**Character Building.** Students should be transformed by their experience in the General Education Program. As President David O. McKay taught, to gain knowledge is not an end in and of itself, rather, “[i]t is an awakening of love for truth, a giving of a just sense of duty, an opening of the eyes of the soul to the great purpose of life.... True education seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men [and women] with virtue, temperance, and brotherly love.”<sup>6</sup> Through their engagement with General Education, students should “bring together the intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness” (BYU Aims). Attitudes and opinions should bend toward a concern for others and the need to deal justly with compassion and love. The benefits of a BYU education are manifest in the lives of its students and the hope and service they provide for others.

**Lifelong Learning and Service.** As part of an “education for eternity,”<sup>7</sup> students should appreciate that spiritual and temporal success involve attention to all dimensions of embodied mortality. The General Education experience prepares them to cultivate rich emotional, social, ethical, and intellectual lives in their ultimate “quest for perfection and eternal life” (BYU Mission). They gain knowledge, but even more importantly the wisdom to discern and learn that leads to inspiration.<sup>8</sup> By entering to learn and continuing to learn as they “go forth to serve,” BYU students strengthen not only themselves but learn to share their “unique light” with the world and “multiply [their] influence and give hope to others.”<sup>9</sup>

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<sup>5</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

<sup>6</sup> David O. McKay, “Why Education?” *Improvement Era*, vol. 70, no. 9 (September 1967), p. 3.

<sup>7</sup> Spencer W. Kimball, “Education for Eternity.” <https://educationforeternity.byu.edu>

<sup>8</sup> Kevin J Worthen, “Inspiring Learning.” <https://speeches.byu.edu/>

<sup>9</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

## II. SECOND-CENTURY LEARNING OUTCOMES

1. **Spiritually Strengthening.** Students will build a testimony of Jesus Christ and grow in their love of God and others through a study of the gospel and an engagement with the most important developments in human thought.
2. **Intellectually Enlarging—Skills.** In the pursuit of truth, students will think soundly, identify trustworthy information, communicate effectively, evaluate arguments, and reason proficiently in quantitative terms to address real-world problems.
3. **Intellectually Enlarging—Breadth.** In light of the truths of the restored gospel, students will critically examine contemporary and enduring questions through the arts, humanities, and natural and social sciences.
4. **Intellectually Enlarging—Perspective.** Students will demonstrate the skills, knowledge, and dispositions to understand important ideas in their own cultural traditions as well as those of others enabling them to build compassionate and just communities.
5. **Character Building.** Students will demonstrate a Christlike love of all God's creations, treat others with dignity and respect, and cultivate strong moral character in the development of the total person.
6. **Lifelong Learning and Service.** Students will know how to seek knowledge, fortify faith, and bring strength to others in the tasks of family life, social relationships, civic duty, the Church, and service to mankind.

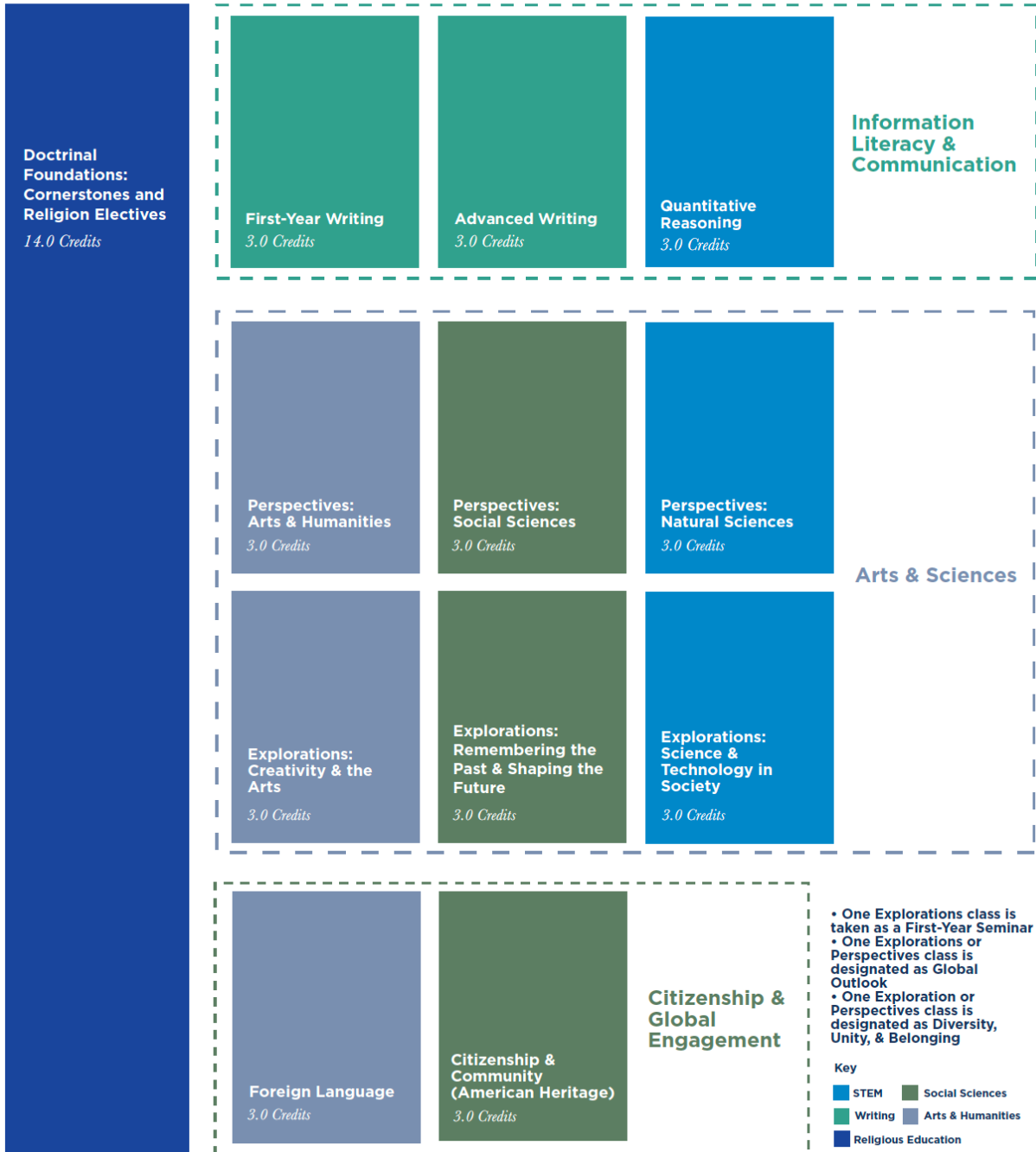
### III. PROPOSED MODEL FOR A NEW GENERAL EDUCATION PROGRAM

#### BRIGHAM YOUNG UNIVERSITY CORE: Religious Education and General Education

Spring 2022

**Religious Education  
(14 credits)**

**General Education  
(33-36 credits)**



## IV. GENERAL EDUCATION PROGRAM REQUIREMENTS

### Proposed General Education Program: A Second-Century Education (33-36 credits)

1. **Arts and Sciences.** Complete each of the following (18 credits):

- 1.1. Perspectives: Physical and Life Sciences (3 credits)
- 1.2. Perspectives: Arts & Humanities (3 credits)
- 1.3. Perspectives: Social Sciences (3 credits)
- 1.4. Explorations: Science and Technology in Society (3 credits)
- 1.5. Explorations: Creativity and Arts (3 credits)
- 1.6. Explorations: Remembering the Past and Shaping the Future (3 credits)

*One of the Explorations classes must be taken as a First-Year Seminar together with a First-Year Writing course. One of the Perspectives or Explorations classes must be certified to meet the Diversity, Unity, and Belonging requirement.*

2. **Information Literacy and Communication.** Complete each of the following (9 credits):

2.1. First-Year Writing (3 credits)

*First-Year Writing should be taken concurrently with the First-Year Seminar Explorations class.*

2.2. Advanced Written and Oral Communication (3 credits)

*For some majors, the required Advanced Written and Oral Communication requirement is not a single class.*

2.3. Quantitative Reasoning (3 credits)

*Note: Courses that meet this requirement include, among others, those currently meeting the quantitative option of Languages of Learning including MATH 112, STAT 121, PHIL 305, etc.*

3. **Citizenship and Global Engagement.** Complete the following (6-9 credits):

3.1. Citizenship and Community: American Heritage (3 credits)

3.2. Diversity, Unity, and Belonging: a Perspectives or Explorations class that is certified to meet the Diversity, Unity, and Belonging requirement.

*This class can simultaneously fulfill one of the requirements for 1.1-1.6 Arts and Sciences.*

3.3. At least three credits of a level-appropriate foreign language (3 credits)

3.4. Complete one of the following options (0-3 credits):

3.4.1. A Perspectives or Explorations class that is certified as "Global Outlook."

*This class can simultaneously fulfill one of the requirements for 1.1-1.6 Arts and Sciences;*

3.4.2. Participate in an approved university international study program;

3.4.3. Three additional credits of a level-appropriate foreign language class.

*This cannot be the same as credits used to complete requirement 3.3.*

## V. GENERAL EDUCATION REQUIREMENTS

### ARTS AND SCIENCES CORE

*The intellectual range of a BYU education is the result of an ambitious commitment to pursue truth. Members of the BYU community rigorously study academic subjects in the light of divine truth. An eternal perspective shapes not only how students are taught but what they are taught. (Aims of a BYU Education)*

#### **GE Perspectives (9 Credits)**

General Education Perspectives courses introduce students to a field or survey of a discipline with an emphasis on helping students to reflect on how knowledge is encountered, developed, and communicated within that specific discipline. Students study the discipline's unique perspectives and work within the discipline's methodologies to understand strengths and limitations of the perspective the discipline provides. Faculty model integration of gospel perspectives within the disciplinary approaches. Every student completes one course in each of the following broadly defined areas of human knowledge:

- **Arts & Humanities (3 credits).** Students select courses in the arts and humanities.
- **Social Sciences (3 credits).** Students select courses in social sciences and history.
- **Natural Sciences (3 credits).** Students select courses in physical and life sciences.

#### **GE Explorations (9 Credits)**

GE Explorations courses transcend disciplinary boundaries to ask big questions and address pressing problems. Course instructors use an inquiry-driven approach that requires students to purposefully frame questions, research solutions, and posit new hypotheses. They should teach students the art of engaging difficult and important questions in prayerful, faithful ways and create knowledge "by reason and by revelation"<sup>10</sup> that can lead to further inspiration. Ideally classes will be constructed in ways that hew close to faculty interests and research and give students both valuable experience in the way that new knowledge is created and a firsthand view of how the gospel can inform both contemporary and enduring questions. Every student will take one GE Explorations course from each of the following categories:

- **Creativity and Arts (3 credits).** Courses investigate the creative process, its diverse products, and how design, art, architecture, literature, theater, film, etc. influence human behavior and communities.
- **Remembering the Past and Shaping the Future (3 credits).** Courses develop a historical perspective and consider how the past has influenced the present. Courses appreciate the array of historical contributions to our globalizing civilization and consider how historical understanding informs our work to make a better future.
- **Science and Technology in Society (3 credits).** Courses examine the relationships between scientific innovation and social change, explore the knowledge and values that inspire the technologies we create, and engage in debate over the benefits and hazards of technology.

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<sup>10</sup> Joseph F. Smith, qtd. in Spencer W. Kimball, "The Second Century of Brigham Young University." <http://speeches.byu.edu>

***First-Year Seminar (no additional credit)***

Each student should complete one First-Year Seminar Exploration course during the first year. Course sections will only be available to first-year students and can be taken only once, usually in the first or second semester. This course exists in an envelope with section(s) of **First-Year Writing** and a Religious Education Cornerstone Course to form a cohesive student cohort and benefit and strength students transitioning to university life. The first-year seminar (3 credits) combines roughly 2 credits of the academic content of an Explorations course with 1 credits of material curated by the office of First-Year Experience to address the question: “What is a BYU Education?” Students will be invited to reflect upon the unique mission of BYU and the opportunities and responsibilities afforded by the BYU experience.

**INFORMATION LITERACY AND WRITING**

Students learn to reason and communicate in dynamic environments that require flexible strategies (diverse audiences, various media), critical thinking, collaboration, digital literacy, information literacy, spiritual discernment, cross-cultural competency, and reasoning with data.

***First-Year Writing (3 credits)***

As in the current GE program, a **First-Year Writing** course will be an important foundation for students. *All incoming students will complete First-Year Writing* to develop clear thinking, information literacy, and communication skills. Sections of the course will be linked with the **First-Year Seminar** Explorations class and a Religious Education Cornerstone Course so that students can benefit from working within a cohort. Linking Explorations classes with writing instruction and a religion course provides context for writing exercises and invites students to consider big questions within a gospel learning framework.

***Advanced Written and Oral Communication (Advanced Writing) (3 credits)***

All students will be required to complete an **Advanced Written and Oral Communication (Advanced Writing)** course during their junior or senior year. Whenever possible, this advanced writing course will be taught within the student’s major, and, in those instances, it might be fulfilled by a multiple class sequence. The emphasis in this requirement is to learn the basics of research, how use sources responsibly, and how articulate oneself in the major genres of a chosen discipline.

***Quantitative Reasoning (3 credits)***

**Quantitative Reasoning** courses are distributed across the university and focus on the development of reasoning skills in the context of real-world case studies that involve numeric data. Skill instruction will be practical, essential, and focused on the achievement of learning outcomes rather than a complete treatment of mathematical, statistical, and/or software topics. Students will develop “the capacity to understand and explain the world in quantitative terms; to interpret numerical data; and to evaluate

arguments that rely on quantitative information and approaches” (BYU Aims). Students who enter the university below a certain proficiency threshold may need to complete an additional prerequisite course. This requirement prepares students to “deal statistically and spiritually with root problems, root issues, and root causes ... in the spirit of service.”<sup>11</sup>

## **CITIZENSHIP AND GLOBAL ENGAGEMENT**

President Kimball taught, “as the Church grows global and becomes more and more multicultural, a smaller and smaller percentage of all our LDS college-age students will attend BYU[....] It is a privileged group who are able to come here. We do not intend to neglect the needs of the other Church members wherever they are, but those who do come here have an even greater follow-through responsibility to make certain that the Church’s investment in them provides dividends through service and dedication to others as they labor in the Church and in the world elsewhere.”<sup>12</sup> Gratitude for the sacrifices of members from a world-wide church should heighten global awareness and motivate a spirit of service. Part of the leadership skills students should develop is a clear civic identity with a sense of stewardship and responsibility to build Zion wherever they are. Their responsibilities are not only to their families and local communities, but also to sisters and brothers around the world motivated by “charity towards all men [and women], and to the household of faith” (D&C 121: 45).

### **Citizenship (3 credits)**

Students should develop an informed civic identity based on a sense of stewardship for the inspired principles of democracy and the Constitution. The American Heritage course prepares students with a foundation to understand the divinely inspired principles of the United States Constitution, and how to “exercise our influence civilly and peacefully within the framework of our constitutions and applicable laws.”<sup>13</sup> Students will understand the obligations of citizenship and develop a desire to “promote the general welfare and secure the blessings of liberty” in our nation.<sup>14</sup>

### ***American Heritage (3 credits)***

This class invites students to contemplate their collective responsibility as local and global citizens, participate in good government, and engage in meaningful causes. This course focuses on the divine inspiration behind the U.S. Constitution (D&C 101:77, 80), its origins and history, and helps prepare students for democratic citizenship as they learn to understand major historical and contemporary issues. This course also prepares students to be leaders who seek out ways to serve others and to create a more just and equitable society.

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<sup>11</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

<sup>12</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

<sup>13</sup> Dallin Oaks, “Defending Our Divinely Inspired Constitution.” <http://www.churchofjesuschrist.org>

<sup>14</sup> US Constitution, “Preamble.”



### ***Diversity, Unity, and Belonging (no additional credit)***

To help foster “a loving, genuine concern for the welfare of our neighbors,” (BYU Mission) all students will be required to complete one designated **Diversity, Unity, and Belonging** course from the list of **Perspectives** or **Explorations** courses. These courses will emphasize our common primary identity as children of God and our commitment to the truths of the restored gospel of Jesus Christ as we strive to create a fellowship of belonging on campus and in our communities in which our “hearts are knit together in love.”<sup>15</sup> These courses help students of all backgrounds develop the compassion, skills, and knowledge to navigate diversity on campus and beyond so that they might contribute more effectively to their communities and draw strength from diverse life experiences of others.

### **Global Engagement (3-6 credits)**

Students learn to see themselves in a larger context that highlights the unique international engagement of BYU and the distinctive support of a global community of Church members. The BYU Aims couch this as part of a broad education and calls for students to gain an informed awareness of the peoples, cultures, languages, and nations of the world. These courses cultivate cross-cultural competencies, respect, and understanding.

### ***Foreign Language (3 credits)***

President Kimball challenged BYU to become “the acknowledged language capital of the world.”<sup>16</sup> The saints of the early church were commanded to “become acquainted with [...] with languages, tongues, and people” (D&C 90:15). Learning a foreign language is a way to develop communication skills, appreciate diversity, build cultural competencies, develop new perspectives, and increase global awareness. For this requirement, students will take a level-appropriate foreign language course (minimum 3 credits).

### ***Global Outlook (0-3 credits)***

The Global Outlook requirement helps students understand themselves as global citizens with increased professional and interpersonal skills to engage diverse peoples and cultures. In addition to at least three credits of foreign language, students select one of the following options:

- Complete a **Perspectives** or **Explorations** course carrying the **Global Outlook** designation. These courses help students consider and develop leadership within a global context. (Note: This can be accomplished while simultaneously fulfilling the **Perspectives** or **Explorations** requirements);
- Participate in a designated university international study program;
- Complete an additional three credits of level-appropriate foreign language classes including classes that may be part of the Culture and Language Across the Curriculum (CLAC) program.

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<sup>15</sup> [BYU Statement on Belonging](#) and Mosiah 18:21

<sup>16</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

## VI. REDESIGNING GENERAL EDUCATION FOR BYU'S SECOND CENTURY

The current General Education Program at BYU was first developed in the mid 1970s and has served students well for many years. Assessment of the current program, however, indicates it is time, as President Kimball suggested in the middle of the last major reform of General Education, “to take out all old planks as they decay and put in new and stronger timber in their place.”<sup>17</sup> GE reform was then, as now, a difficult process that must balance many competing interests all the while keeping its focus on the mission of the university and what is best for student learning.

In a large-scale academic effort such as general education reform, the process may be as important as the product. At BYU, the process aspired to be open, transparent, and rely on faculty expertise to redesign the GE curriculum. In the first design thinking stage, GE faculty provided extensive input as they considered the question of what a BYU General Education Program should be. The second stage was consensus-driven, as faculty and staff on the two GE design committees worked to create innovative proposals for consideration of the whole faculty. Townhall style meetings were held to solicit faculty feedback directly. As a model was developed, university faculty responded through their departments and colleges. The Faculty General Education Committee drafted learning outcomes to flesh out ideas in the proposed plan. In the final curriculum approval process, the University Curriculum Council openly discussed and resolved crucial issues by making amendments in a democratic process. In addition to communication through established academic channels, the university community was informed by updates to the General Education website, [ge.byu.edu](http://ge.byu.edu).

The second GE Design Committee, composed of representative faculty from across the university (see Appendix), received a specific charge from the Academic Vice President to develop a proposal for a revised GE Program and were asked to pay particular attention to four criteria:

- 1) **Identity.** *The new GE program at BYU should reflect an unambiguous sense of our institutional identity and values, as expressed by the principles in BYU's Mission and Aims. This begins with and necessarily engages the religious mission of the university, but it does not exclude other core competencies or values for which we are known (or to which we may aspire).*

The proposed program is designed to support the unique identity of BYU by grounding itself in the mission of the university “to assist individuals in their quest for perfection and eternal life.” It does this by building its outcomes around the Aims of the university in that it is spiritually strengthening, intellectually enlarging, character building, and fosters lifelong learning and service (see vision statement and program learning outcomes).

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<sup>17</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

The proposed program is distinctive to BYU in that:

- It gives students a holistic view of truth fusing the breadth of the liberal arts with faith and sacred truths.
  - In the best of the liberal arts educational tradition, the BYU GE program focuses on the “balanced development of the total person” that foregrounds the integration of faith and reason and the need to consider gospel perspectives in engaging contemporary and enduring questions.
  - The General Education Program prepares students for a life of dedicated service in places, times, and contexts that can only be intimated but not known. **GE Explorations classes** in particular allow students to study enduring questions central to building faith, compassion, and wisdom.
- It helps students become well-rounded citizens ready to serve and build their communities. It does this through requirements like:
  - **American Heritage** with a focus on American history, the Constitution and its inspired origins, and civics;
  - **Quantitative Reasoning** and **Writing Courses** that foster sound reasoning, clear communication, and information literacy;
  - a **Diversity, Unity, and Belonging** requirement that helps students understand how the divine heritage of all peoples provides a foundation for unity and the appreciation of diversity in communities;
  - a **Global Engagement** requirement that enhances the university’s unique international expertise with courses that develop cross-cultural competencies and build on the linguistic skills students bring with them. The requirement helps students magnify existing skills as they use them in new contexts and develop new competencies that enrich personal and professional opportunities and chances to serve. Students extend a sense of citizenship so they can see themselves as part of a global community with obligations to their brothers and sisters near and far.
- It is recognized as a coherent program with a clear identity and a mission to prepare students to pursue truth so they can grow in faith, develop character, and “discern, apply, and ultimately internalize truth.”<sup>18</sup>
- It is a complement to the Religious Education Cornerstone courses so students integrate the “knowledge brought by scholarly research, and also the vital and revealed truths that have been sent to us from heaven.”<sup>19</sup>
- It contributes to a sense of belonging and understanding that all are the children of God.
- It helps students understand their obligation to be dedicated to lifelong learning and service.

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<sup>18</sup> Kevin J. Worthen, “The Pursuit of All Truth.” <https://speeches.byu.edu>

<sup>19</sup> Spencer W. Kimball, “The Second Century of Brigham Young University.” <http://speeches.byu.edu>

- It expands students' understanding of the world to help them understand, lift, and serve others now and throughout their lives.

- 2) ***Simplicity.*** *GE at BYU should a) enable students to chart an intentional course through GE, b) expect students to recognize and articulate the values embedded in a liberal education, and c) be comprehensible and easily explained to and by students, advisors, and faculty.*

The proposal organizes GE with a straightforward logic that will require minimal advising—a particular benefit for first-generation students and others who lack access to informal advising networks. The organization around broad “ways of knowing” with a focus on developing faithful disciples and engaged citizens combines with consistency in course design to help students understand the purpose of GE and their own potential. The revision also provides opportunity for the goals of the General Education Program to become more legible for students. Rather than being perceived as a random collection of disparate courses, the redesign allows for a consolidation of program identity around the university mission and program learning outcomes.

- 3) ***Commonality.*** *GE programs typically land on a continuum ranging from a reduced and discrete common core to a distribution model with little or no commonality. Our current GE program is a distribution model with few common threads that connect the entire experience. A new GE program may benefit by more commonality, while retaining some of the flexibility that comes with a distribution model.*

The proposal recasts general education not as a series of requirements but as a coherent *program* with an identity and core objectives easily recognized by faculty, advisors, and students alike. The mission of General Education to develop individual ability to pursue truth and to serve are reflected in the program learning outcomes. These outcomes knot the various strands of the program into a single narrative that reinforces the mission and aims of the university.

This proposed General Education Program provides students with common experiences to reinforce the program learning outcomes and the mission of the university such as the **First-Year Seminar, Writing Courses, Explorations classes**, and classes focused on civics and the building of vibrant communities. Distributed classes share key qualities that put them in regular dialog with each other and within the reach of GE program assessment.

- 4) ***Efficiency.*** *A new GE program must not add credits or time required for the completion of a degree. However, the distribution of credits between GE and the major needs not be static.*

The proposed General Education Program reduces the total credit hours from the 39-51 (current) to 33. It avoids rigid sequencing and provides maximum flexibility to students and

academic programs. It is simple enough for students to chart an intentional path through general education, reducing time to graduation for most. The proposal simplifies relationships between major requirements and GE requirements.

Furthermore, the proposed General Education Program is specifically designed to utilize and work within the current distribution of GE resources at the university (including the allocation of FTEs). It is not anticipated that there would be a need to shift resources between colleges in any significant way. The proposed General Education Program would require no new resources except to support the following two features:

1. Requiring all incoming freshmen to take a **First-Year Writing** course would increase enrollment in that course by approximately 24% (roughly 1600 students per year). These courses are most often taught by contingent faculty and graduate students alongside some full-time faculty. The University Writing Program is confident that qualified instructors could be found to cover the increased enrollment without requiring additional FTEs.
2. The new **Quantitative Reasoning** requirement is universal and would require resources to teach an additional 1100 students per year. It is anticipated that this requirement could be met through distributed courses taught by a wide number of departments across campus. This mitigates the impact on any one department, but there could still be need for a program such as Statistics to add dedicated faculty resources to develop large-section courses that could meet expanded needs.

## VII. APPENDIX: FACULTY COMMITTEES

### **General Education Re-Design Process Overseen by:**

Susan Rugh, Dean Undergraduate Education

Patti Freeman, Associate Dean Undergraduate Education (till May 2020)

Christopher Oscarson, Associate Dean Undergraduate Education (from May 2020)

### **General Education Design Committee 1.0 (Spring 2019-Fall 2019)**

- Stan Benfell, Chair (Professor, Comparative Arts & Letters)
- Jodi Chowen (Managing Director, Careers & Experiential Learning)
- Mikaela Dufur (Professor, Sociology)
- Eric Huntsman (Professor, Ancient Scripture)
- Brian Jackson (Associate Professor, English)
- Amy P. Jensen (Professor, Theatre and Media Arts, Associate Dean, Fine Arts & Communication)
- Jane Lassetter (Professor, Nursing)
- Kelly Patterson (Professor, Political Science)
- James Patterson (Associate Professor, Chemistry & Biochemistry)
- Steve Peck (Associate Professor, Biology)
- Tyler Pedersen (Associate Director, Student Development Services)
- Cecilia Peek (Associate Professor, Comparative Arts & Letters)

- Brooke Smith (Manager, Curriculum & Class Scheduling)
- Vincent Wilding (Professor of Chemical Engineering, Associate Dean, Engineering)

#### **General Education Design Committee 2.0 (Winter 2020-Fall 2020)**

- Susan S. Rugh, Chair (Dean, Undergraduate Education)
- Christopher (Chip) Oscarson, Co-Chair (Associate Dean, Undergraduate Education)
- Leanna Balci (Associate Librarian, Lee Library)
- Jennifer Bown (Associate Professor, German & Russian)
- Michael Brown (Professor, PD Biology)
- Isaac Calvert (Assistant Professor, Educational Leadership & Foundations)
- Douglas Cook (Assistant Professor, Mechanical Engineering)
- Richard Davis (Professor, Political Science)
- Michael Dorff (Professor, Mathematics)
- Matt Greene (Administrator, Bachelor of General Studies, Continuing Education)
- Jeremy Grimshaw (Associate Professor, School of Music, Associate Dean, Fine Arts & Communications)
- Melissa Hawkley (Office of AAVP for Undergraduate Studies)
- Kathryn Isaak (PT Faculty, Comparative Arts & Letters)
- Brian Jackson (Professor, English)
- Wade Jacoby (Professor, Political Science)
- Jerry Johnson (Professor, Biology)
- Byran Korth (Associate Professor, Church History)
- Jeff Larson (Assistant Professor, Marketing & Global Supply Chain)
- Katreena Merrill (Associate Professor, Nursing)
- Shawn Miller (Professor, History)
- David Neilsen (Professor, Physics and Astronomy)
- Larry Nelson (Professor, School of Family Life)
- Rex Nielson (Associate Professor, Spanish & Portuguese)
- Marc Olivier (Professor, French & Italian)
- Jenny Pulsipher (Professor, History)
- Rickelle Richards (Associate Professor, Nutrition, Dietetics & Food Sciences)
- Brooke Smith (Manager, Curriculum & Class Scheduling)
- Vincent Wilding (Professor, Chemical Engineering)

#### **Faculty General Education Committee (Fall 2020-present)**

- Christopher Oscarson (Chair, Associate Dean, Undergraduate Education)
- Leanna Balci (Associate Librarian, Lee Library)
- John Barrick (Associate Professor, Accounting)
- Isaac Calvert (Assistant Professor, Educational Leadership & Foundations)
- John Harb (Professor, Chemical Engineering)
- Nicholas Mason (Professor, English)
- Katreena Merrill (Associate Professor, Nursing)

- Riley Nelson (Professor, Biology)
- Jon Ostenson (Associate Professor, English & University Writing)
- Jenny Pulsipher (Professor, History)
- Benjamin Thevenin (Theater & Media Arts)/Luke Howard (Music)
- Steven Wood (Professor, Chemistry)

#### **Others Serving on Various Subcommittees**

- DJ Gonzales (History)
- Lori Spruance (Public Health)
- Greg Thompson (Spanish)
- Ray Clifford (Center for Language Study)
- Jeff Shumway (Latin American Studies)
- Amy Williams (University Writing)
- Steve Moody (Japanese)
- Phil Rash (Assistant Dean, First-Year Experience)
- Bryce Bunting (Counseling & Psychology Services)
- Rob Colson (Comparative Arts & Letters)
- Jaren Hinckley (Music)
- Quinn Mecham (Political Science)
- Ed Gantt (Psychology)
- Jeremy Pope (American Heritage, Political Science)
- Kristin Matthews (English, American Studies)
- Luke Howard (Music)
- Ryan Gabriel (Sociology)

#### **University Curriculum Council (May-November 2021)**

- John Rosenberg (Associate Academic Vice President–Undergraduate Studies, Chair)
- Janet Losser (Director, Center for Teaching and Learning, Co-Chair)
- Susan Rugh (Dean, Undergraduate Education, Executive Council)
- Barry Allred (Registrar, Enrollment Services)
- Carolyn Andrews (Associate Dean, Continuing Education)
- Stan Benfell (Director, Kennedy Center for International Studies)
- John Bingham (Associate Dean, Marriott School of Management)
- Brent Chowen (Director, Educator Preparation Program)
- Kjerste Christensen (Associate Librarian, Harold B. Lee Library, May-September 2021)
- Justin Collings (Associate Dean, Law School, September-November 2021)
- James Crane (Associate Dean, Graduate Studies)
- Lynnette Erickson (Associate Dean, McKay School of Education)
- Susan Fullmer (Associate Dean, Life Sciences)
- Tyler Griffin, (Associate Dean, Religious Education, August-Nov. 2021)
- Jeremy Grimshaw, (Associate Dean, Fine Arts and Communications)
- Andy Hedges (Associate Dean, Religious Education, May-Aug. 2021)

- Jennifer Nielson, (Associate Dean, Physical and Mathematical Sciences)
- Carolina Núñez (Associate Dean, Law School, May-September 2021)
- Christopher (Chip) Oscarson (Associate Dean, Undergraduate Education)
- Sam Otterstrom (Associate Dean, Family, Home and Social Sciences)
- Tyler Pederson (Associate Director, Counseling and Career Center)
- Andy Spackman (Associate University Librarian, Harold B. Lee Library, Sept.-Nov. 2021)
- John Taylor (Associate Dean, Continuing Education, May-July 2021)
- Leslee Thorne-Murphy (Associate Dean, Humanities)
- Julie Valentine (Associate Dean, Nursing)
- Vincent Wilding (Associate Dean, Engineering and Technology)