

Group 1: Homework

For: 25 January 18 – Re-envisioning the Undergraduate Experience Committee

Assumptions:

- Fix the system: Admissions & registration & Finance needs to be addressed to help students easily get into classes without the current hassles.
- We need to sell the whole education (relevance) package to the students.
- Align the ELO from USHE.
- Group was looking at helping students to understand those “interconnecting themes that have been intertwined throughout time”.

Methodology discussion for this group assignment came down to two main goals for students from UVU with 60 credits to have.

UVU Students/Grads should be able to be:

- A. **Functional members of society.** They should be able to understand:
- a. Miscommunication issues between groups (local & societal)
 - i. How does good/bad communication affect students.
 - ii. Fake news (how to access good and reliable information. Testing bias and being open minded to think about other ideas.)
 - iii. Conversations about democracy and other potentially sensitive (controversial) views (teaching students to be respectful of other ideas).
 - b. Interpersonal Communication.
 - i. Anger management.
 - ii. Healthy & Successful relationships (communications, abuse, control issues, addictions)
 - iii. Negotiation skills.
 - c. Socio/Political/Economic/Technology issues (from different perspectives).
 - i. Keeping up with Current events (local, regional, national, international).
 - ii. Trend analysis of politics/technology/commerce/social issues/values/age demographics.
 - iii. Awareness of media/advertising influence on society and individuals. Both good and bad.
 - iv. Understanding the evolution of technology and inventions to solve problems (good and evil). How do we come up with better solutions? How do we look at different perspectives when we make decisions?
 - v. Personal financial literacy. Understanding, preparing and making decisions about both the present and the future. (This should even include decisions about student loans). Standing on your own. Society will not take care of you. Living within your means. Life planning (wills, insurance, investments, retirement, mortgages)

- vi. Data mining. Both how to do it and the repercussions of it.
- d. Independent thinking and reasoning.
 - i. How to deal with problems (not being victims).
 - ii. How to cope with mental illness (both your own, and others).
 - iii. Increasing social interaction that is not social media based.
 - iv. Education about the science of social media and living with/without it.
 - v. Self-sufficiency, self-reliance.
 - vi. Self-reflection and awareness. Understanding your own lens/perspective/bias.
 - vii. Ethics (perspective to how their decisions affect/create adverse consequences.
 - 1. Students are able to research, evaluate, and then make ethical decisions.
- e. Soft-skills/21st Century skills. They should be able to:
 - i. Effortlessly speak in public
 - ii. Effortlessly write
 - iii. Effortlessly perform basic math skills
 - iv. Do critical analysis – They should be able to write an extended research paper (beyond a position paper) in their decided interest (major/minor/program).

B. Functional members of the University community

- a. Relevance of a university education
 - i. Overall Survey Course (prior to choosing a major) of what all the Schools/Departments/Programs of the University do – Here is what you can learn from/about American history, Quantitative analysis, Quantitative analysis, the Sciences, the Humanities, etc. (this is a **relevance** course)

Suggestion: Big auditorium class, with Schools/Departments speaking on different weeks about what they do in their areas and providing issues they face and attempt to solve in their fields, with perspectives from opposing sides and students writing critical analysis from these different perspectives. (This might be incorporated with Orientation.)

Further Suggestion: All students would do this as a writing course, which in addition to providing relevance, would instruct and ask the students to perform critical writing and analysis towards integrative topics and issues (it might be like the SPOTLIGHT program, but on topics relevant to the different schools).

- ii. Program Survey Course (after picking a major) of how other GE type courses (minors from other schools) will help them to succeed in that major and in their future careers. (this is also a **relevance** course)