**Re-envisioning the Undergraduate Experience**

**November 15, 2018**

* Jim Harris led the presentation from the General Education group (see RUEC GE 1 PDF).
* The group came to a consensus on the following three items:
  + The creation of a concentrated and sustained campaign to communicate the purpose and value of general education.
  + A concentrated faculty development program to enhance GE learning outcomes.
  + The migration of the General Education Committee form the Office of Academic Programs to the Faculty Senate.
* A handout was provided showing the number of GE credits required by each USHE institution.
* There seems to be a consensus that the number of GE credits should not be increased.
* If a first year seminar is added within the existing 35 hours of GE then what gives?
* The group proposed a careful review of distinctive features of UVU’s General Education program (e.g. third science, Ethics & Values, Fitness for Life).
* This led to a discussion among the committee regarding whether GE should be increased or decreased.
* Employees are looking for “soft skills” which are typically learned in general education but majors could incorporate those skills as well.
* Many GE courses also count as major courses. This “double dipping” can prevent timely completion if students change majors; however, it can help timely completion if students do not change. The R470 encourages “double dipping” for timely completion. There are hidden major requirements in general education. If part of the breadth requirement in the R470 is to allow students some exploration, having major requirements in GE defeats the purpose.
* It was suggested that we create a system that doesn’t penalize a student for exploration. That is the core philosophy of the value of a liberal education. The curriculum process could be structured to prevent a major from requiring specific GE courses.
* If GE is reduced it doesn’t reduce time to completion it just goes to the major. Currently most of GE is dictated to students.

It was decided that there should be some consensus on areas to work on that could be taken back to each school/college. The areas to work on for each group were listed.

GE group

* The group will find out if other schools have less major classes than UVU.
* Majors could get a certain number of credits which would allow students more freedom in GE. The group will check to see if this might affect accreditation.
* There was some discussion as to whether or not the committee was in agreement on the outcomes (ELOs) of general education. Committee members were asked to look at the GE outcomes on UVU’s general education website to see if they were in agreement.
* The idea of combining areas be explored. Could the first year seminar fulfill more than one requirement?

Barriers Group

* Priority registration based on factors other than credit hours
* Reserved seating in individual sections based on student profiles
* Scheduling – guidelines and start times
* Freshman schedules

Pathways Group

* Accurate 4 year graduation map that can actually be accomplished
* Students required to declare major day 1
* Transfer students – look at graduation plans/prerequisites (how long does it take them with an associate degree?)
* Pathways pilot with Woodbury School of Business

First Year Seminar Group

* Academic home
* Multidisciplinary
* 3 credit
* Required
* Faculty certification
* Faculty recognition and compensation (RTP)
* How will it fit into GE
* Title III money to support
* Enhanced FYE/elective if decide not to do a first year seminar.

HIPs

* First year seminar
* Assessment/impact/student experience
* Repository of all courses to classify correctly
* Intentionality in graduation requirements
* Alignment of vocabulary
* Compensation – assigned time
* Recognition/RTP
* Certification
* The expectation is that groups will meet again before the next RUEC meeting on November 29.
* Groups should look at how all of this fits together and come up with ways to integrate ideas to make recommendations to Faculty Senate.
* What are markers that help student success and retention and make those requirements.