

**UNIVERSITY OF NEBRASKA AT OMAHA
GENERAL EDUCATION COMMITTEE
Minutes – September 27, 2024**

1. Campus Feedback a. Double dipping concerns with major – how to respond and what language should be used?

- Can a course count for both the major and Gen Ed? What if courses are from other areas outside of the major (see Public Health)
- Considerations
 - Reduction of Gen Ed credit hours students do not need to take as many courses within their major
 - Limit the number of credit hours per field prefix/subject areas (e.g. BIOL, CHEM etc.)
 - If no double dipping will that effect students being able to graduate within 120 hours
 - How will the new categories effect the courses that currently qualify for Gen Ed, reform will take over 2-3 years to redefine courses.
 - What happens if a student changes majors – foundational courses/prerequisites needed for new major

2. Can courses fit in more than one category/outcome (e.g. difference between humanities and cultural knowledge)?

- Goal remains for students to experience a breadth of disciplines through general education and be deliberately exposed to the methods and enduring question of broad areas of knowledge
- Considerations/options
 - Allowing courses to count for different gen ed outcomes/requirements. If a course addresses two Student Learning Outcomes, the student decides which one of the two Outcomes the course will satisfy in that student's program (UNL approach).
 - Designated courses with the appropriate content can satisfy one of the Broad Knowledge requirements (outcomes 8-11) plus outcome 12 or 13 if appropriate. A student who satisfies outcomes 12 or 13 with a course that also meets another requirement will have 3 hours of elective General Education credits in the 34-hour program. A student who satisfies both outcome 12 and 13 with courses that also meet other requirements will have 6 hours of credit to take any other general education course of interest (UNK approach).
 - Don't allow any double dipping over concerns courses can't address multiple areas

3. Should *any* course in a particular area count for gen ed breadth (e.g. any history course for humanities, and Chem course for Nat Sci

- Any course approved for general education should meaningfully and deliberately address all transferable outcomes (critical thinking, diversity, integrated learning) plus the methods of the content area and reinforcement of a fundamental skill.

- Lab requirement for Natural Science – does the course need to include a lab – lecture/lab combined or separate lab
 - It seems most feedback is that the natural science outcome should include a lab, although some in the natural sciences (e.g. Neuroscience) have expressed concerns.

4. Gen Ed Capstone project – Who is the audience for a marketing/communication plan (prospective students, current students, admitted students, parents, etc)? Which group should be the priority? –

Feedback on project description due by October 7th to Matt

- What are key outcomes?
- What are core challenges when communicating about gen ed

5. Other Gen Ed feedback

- Other feedback is being [documented here](#) in the gen ed sharepoint site