

POLICIES AND PROCEDURES

Role of the General Education Committee

Since its inception in 2010, UNO's General Education Committee has been charged with: (1) establishing the definition, criteria, and learning outcomes for the general education curriculum, (2) approving courses that can satisfy general education requirements, and (3) facilitating on-going review, assessment of student learning outcomes and their relevance, and modification of the general education curriculum

Principles of the General Education curriculum

The purpose of the general education curriculum is "to ensure that each graduate of UNO possesses certain academic skills, experiences the breadth of a liberal education, and develops an appreciation for the diversity that exists in the nation and the world" (2018-2019, *Undergraduate Catalog*). These principles are rooted in the Association of American Colleges and Universities (AAC&U) [essential learning outcomes¹ that define a set of broad intellectual skills and dispositions fostered through a liberal education and needed for informed citizenship, professional success, and personal wellbeing.](#)

Required Components of UNO's General Education Curriculum

- *Fundamental academic skills* comprise 15 hours of your general education requirements, and consist of:
 - [English & Writing](#): Nine Credits
 - [Quantitative Literacy](#): Three Credits
 - [Public Speaking](#): Three Credits
- *Distribution Requirements* provide students with the opportunity to: 1) understand, analyze, and explore the human condition; 2) understand the complex dynamics that make up the world particularly the challenges, problems and factors that lead to social stability and change as essential for contributing to and living in contemporary society; and 3) understand the nature of scientific inquiry and the operation of the natural, physical and technological world for making personal and public policy decisions.
 - Two academic disciplines required in each category
 - i. 2019-2020 Academic Catalog: Undergraduate – General Education Curriculum - Distribution Requirements:
 1. [Natural and Physical Sciences](#): 7 Hours from at least Two Different Disciplines with One Lab.
 2. [Humanities/Fine Arts](#): 9 Hours from at Least Two Disciplines
 3. [Social Sciences](#): 9 Hours from at Least Two Different Disciplines
- *Diversity Requirements* provide exposure to different cultures and institutions around the world
 - 2019-2020 Academic Catalog: Undergraduate – General Education Curriculum: Some diversity courses may simultaneously count towards Humanities/Fine Arts and Social Science general education requirements.

- 2019-2020 Academic Catalog: Undergraduate – General Education Curriculum - Distribution Requirements: Many of the courses within the distribution requirements can also be used to satisfy the diversity requirement.
- 2019-2020 Academic Catalog: Undergraduate – General Education Curriculum - Diversity Requirements: NOTE: Many of the courses within the diversity requirements can be used to satisfy the distribution requirement.

Miscellaneous Policies

- The general education curriculum is the same for all students regardless of their major; therefore, students do not need to retake general education courses.
- In order to maintain the portability of general education across majors, it should not be assumed that students will take individual courses that simultaneously satisfy both General Education and major requirements.
- Appropriate dual enrollment courses and qualifying scores on Advanced Placement (AP) exams can result in credit toward general education requirements.
- Students must earn a grade of C- or better in general education courses in order to be counted toward the degree. Points of special note:
 - If a course is being counted in general education and also is part of a student's major, the major (program, department, school, college) may require a higher standard of performance than C- in order for the course to be counted in the major. This higher standard does not supersede the standard for counting as a general education course. This may mean that a student must retake a course to meet the higher performance standard for the course to be counted in the major.
- GPA enrollment requirements for Gen Ed courses
 - Courses fulfilling Fundamental Academic Skills and Distribution Requirements area may not have a GPA requirement for enrollment that is higher than the university minimum requirement for enrollment.
 - Courses that satisfy Diversity requirements may have a cumulative GPA or other requirement higher than the university minimum requirement for enrollment
- Pre-requisites requirements for Gen Ed courses
 - Stacking of sequential courses (e.g., Micro & Macro Economics). The only prerequisite is the previous course in that sequence/area. In the general education distribution areas, students may complete a two-course sequence at the 1000 or 2000 level within the same discipline. Such sequenced courses shall not have prerequisites other than fundamental academic skills and the preceding course. Both courses in the sequence must be approved for general education in the same distribution area (e.g., Humanities/Fine Arts, Social Sciences, or Natural/Physical Sciences.)
 - In most cases, courses fulfilling Distribution Requirements will not have any prerequisites beyond the fundamental academic skills requirements

Guidelines for General Education Credit for Transfer Courses: These guidelines are intended to help academic advisors when considering whether transfer courses may fulfill a UNO General Education requirement.

- Considerations
 - Does the transfer course meet UNO's definition of [college level rigor](#)?
 - Does the course fulfill a general education requirement at the transfer institution?
 - Does the transfer course align with the spirit & principles of UNO's General Education Program?
 - Would granting general education credit for a particular transfer course put in question the academic integrity of the degree?
 - Does completion of a higher level transfer course demonstrate proficiency in approved general education coursework (e.g. foreign language, math, etc.)
 - i. Need to consult with appropriate academic unit
 - Does granting transfer credit for Gen Ed serve the best interests of the student?
 - Changes need to be made in TES

Criteria Considered When Approving/Reviewing Courses in the Gen Ed Curriculum

- The course must be submitted in the Course Inventory Management (CIM) system and approved by the General Education Committee according to the process outlined [here](#)
- General Education courses should be broadly focused in terms of the questions they open for students, in the understanding of inquiry in broad areas that they foster, and in the suggestion of areas for additional study that students may pursue
 - Course should not be proposed for inclusion in the General Education curriculum if the primary purpose is to predominately serve academic majors in the offering discipline or college.
 - Courses *may* be considered for removal from the Gen Ed curriculum if they do not meet these stated expectations
- Courses fulfilling distribution requirements should be offered at least once a year (fall, summer, spring)
- Diversity courses should be offered at least once every two years
- Assessment data must be collected for the courses, and assessment reports must be submitted to the General Education committee according to the schedule published by the General Education committee (typically every three years)
- A course with potential to overlap in content with another discipline. Relevant chair(s)/director(s) need to review and approve before submission to the General Education Committee.