



**UNIVERSITY OF NEBRASKA AT OMAHA
GENERAL EDUCATION COMMITTEE
AGENDA**

Friday March 1, 2024

1:00 pm – 3:00 pm – via zoom

Items for Discussion:

1. Update on HLC Gen Ed Assessment Seminar
2. Review Gen Ed 5 pie framework for gen ed (attached) AND compare with our original Model #1
 1. This also would constitute a common structure for each and every general education course
 1. Enduring or contemporary question
 2. Knowledge types
 1. how prescriptive should we be? Are the knowledge types identified appropriate? If not, what should the knowledge types be?
 3. Intellectual capacities, abilities, modes of understanding (still very much in draft)
 1. (1) Communication, (2) Digital, Data, and Information Literacy, (3) Quantitative Literacy, (4) Critical Thinking & Problem Solving (5) Intercultural Knowledge and Global Learning, (6) Agency, Community, and social Implications (7) Integrated and Applied Knowledge
 1. Are these the right mix of skills? Should teamwork be included (this ranked highest on the 2020 AAC&U employer survey)? What about inquiry and analysis?
 2. Distinction between [critical thinking](#), [problem solving](#), and [inquiry and analysis](#)?
 1. Can some of these skills be assessed using the existing [AAC&U integrative and applied rubric](#)
 3. Example mapping of skills in general education courses/knowledge areas
 4. Experiential component
 5. Signature assignment expected in each course
 1. Integrative and applied with deliberate reflection for students
 2. Assessed using AAC&U [Integrative and Applied rubric](#)
 2. Example course approval form

3. Gen Ed and upper division
 1. Should general education be deliberately integrated in the upper division?
 1. Could be traditional general education courses at 3000/4000
 2. Could be something similar to WID
4. What should we call Gen Ed...I don't think we should call it gen ed.
5. Does the committee support a distinctive prefix for gen ed courses? What should this be?