



DIVERSITY, EQUITY,  
ACCESS, AND INCLUSION

## Diversity, Equity, and Inclusion Template 2022-2023

### Section 1: General Information

DEI Initiative Name General Education Reform	Unit Name Academic Affairs
Collaborating Unit(s) ( <i>if any</i> ) All colleges	
Initiative Category ALL (DE&I)	

### Section 2: Initiative's Purpose

There are mounting questions nationwide, and in Nebraska, about the value of a college degree, increasing costs of higher education, the often-lengthy time to graduate, and the relevance of students' academic experiences. The purpose of this initiative is to restructure UNO's existing general education program to provide a more flexible, coherent, and relevant curriculum while supporting the academic success of our diverse students.

### Section 3: Initiative's Target Population

All undergraduate students and academic colleges.

### Section 4: Initiative's Description:

The last time UNO's General Education curriculum was comprehensively reviewed was over 10 years ago, in 2010. Since then, pedagogy and disciplinary content in many fields have continued to evolve while questions about the value of a college degree circulate in public discourse. These changes suggest it is an opportune time to re-examine UNO's General Education program to ensure it meets the needs of our students in a rapidly changing world. The General Education Committee will lead campus in a broad initiative to improve the overall relevance, flexibility, and coherence of this part of the curriculum. This initiative will proceed through several, sometimes overlapping, milestones over the course of multiple semesters. Each milestone will address a particular challenge of general education to potentially include: (1) reducing the number of required general education credits, (2) facilitating greater transfer of general education credit from community colleges, (3) modifying the general education course approval process and outcomes, (4) restructuring the existing general education course model to increase coherence and relevance, and (5) modifying the diversity requirement and associated outcomes in partnership with the U.S. Diversity Faculty Scholars group.