***General Education Council*
Minutes
Thursday, October 25, 2018
2:30am-4:00pm p.m., West Science 2803**

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| --- | --- | --- |
| ~~August 23, 2018~~ | ~~September 13, 2018~~ | ~~September 27, 2018~~ |
| ~~October 11, 2018~~ | October 25, 2018 | November 8, 2018 |
| November 29, 2018 | December 13, 2018 |  |

**Present:** Mike Burgmeier, Jim Cantrill, Brent Graves, Lanae Joubert, Kim Rotundo, LaMart Hightower, Brian Zinser, Linda Lawton, Wendy Farkas

1. **Approval of Minutes**
	1. October 11, 2018 - approved
2. **Reports:**
	1. Jim Cantrill - Director of General Education

Monday met with Physics to explain reports. Tomorrow meets with English and SHHP. Will meet with others. Migrated from SHARE site to GENED site. Sample of course and rubric combined in one word document and will get loaded onto GENED website. Some are not understanding how to assess (they think they need to sample every student for every class). The correct way to assess is on the last semester that it is taught, if large section >30 then may randomly sample – obtain at least assessment of 10% of class or if multiple sections then 10% of the course (aggregate, but some from each section). Example: psych 100 has 2 sections with 400 students per section, 10% from each section would be enough to get at least 30 students.

Wendy’s previous assessment was about 35 students in each section and there were 6 sections in EN110. They have inserted the GENED proficiency rubric language directly into the assignment and rubrics for the assignments to make it easy to get the data.

Articulation agreements with foreign students (i.e. 3 schools in China) have detailed courses included in ‘what is allowed’ for a degree from NMU – for example students need 120 credits, must satisfy GE and major credits, and potentially minor – Jim is working on this with Kim on how the credits articulate across for GENED for these foreign students from these 3 schools in China. Transcript goes to external evaluator and they provide the US equivalent in credits, grades and course that would work to meet the requirement to take – helps to create crosswalk type of tool for only the courses that fit. This will help to recruit a broader group of foreign students, could do cohorts of 20 students cycling through every 1-2 years.

Public Eye News – on campus where the cohort of 20 foreign students come here with considerable skills, work with this program and do a parallel shows and stream it back to China.

This will impact GENED by making a difference in some sections, because we are making judgements on their course equivalencies and it may impact some assessments.

1. **New Business**

**A.** None to report

1. **Old Business**
	1. 3-credit courses –If we all had consensus with how we feel about this, we could make the request to the provost. What’s the incentive to the provost? Incentive to students is that fewer GENED courses would drop some students to below 120, allow others to take more electives, reduce attrition, reduced time spent to get degree. Can you get the same learning outcomes with 3 versus 4 credit hours? If we go to 3 credits it may impact financial aid, i.e. need 12 credits to reach aid assistance or to be sport eligible.

**5. Good of the Order**

**A**. There is talk in Global Campus to negotiate an MTA agreement with WI technical colleges. NMU degrees need to meet GENED standards. WE need to make sure the integrity of GENED remains

**B**. Dale and Kerry attended English Dept meeting. Wendy asked if her reassigned time could come back for developmental reading. Worked with Jason in IR and found a big spike in retention when the program was implemented and declined when taken away. Taught EN103 and tracked those students for 10 years and taught the professional development with the reassigned time. Wendy is part of a group that received a civic learning grant to integrate foundational skills that will support civic engagement and responsibility.

Meeting adjourned @ 3:38pm

Minutes drafted by Lanae Joubert (School of Health and Human Performance)