

Minutes
USG Learning Support Director's Meeting
November 2, 2001
Macon State College

- I. Rick Reynolds, chair, called the meeting to order at 10:00 a.m. He welcomed the directors and guests.

- II. Sharon Carlin from BOR gave a presentation on Regents' Test remediation possibilities through eCore. She said that there are two courses in Regents' reading and English remediation ready to go. Since Regents' remediation isn't really part of the core, she wanted feedback from the directors about their interest in using these courses through their individual institutions' programs. She said that each institution would list the course, and it would be made available through the GLOBE website catalog of courses. She asked what institutions presently offer online remediation. Elizabeth Ragsdale said that Darton offers online reading remediation. Floyd College offers reading and essay remediation online, and Fort Valley State College offers essay remediation.

- III. Sharon also passed out information about the Sharing Content Online for University Teaching (SCOUT) website. She discussed two areas in which SCOUT can be helpful to instructors: teaching under eCore, and adopting materials from SCOUT to use in one's own classes. She explained that before a course is put on the SCOUT catalog, all materials not developed by the system are removed. She asked that the directors encourage faculty at our institutions to consider developing online courses. She answered several questions:
 - How are these courses developed? Faculty from BOR institutions develop the courses.
 - How does a faculty member become eligible to develop such courses? Faculty apply and are accepted based on their experience, recommendations from their institution's VPAA, and their desire to teach online.
 - What students should take these courses? Online courses are not a be-all for all students, but they are a good way to deliver courses to a certain segment of the student population, especially adult learners. The online environment provides opportunities for students who might not have the opportunity to get an education because of time or location constraints.
 - How are the courses selected? A set of general education outcomes is the driving force behind the development of courses. They must meet legal, pedagogical, and technical criteria. Extensive evaluations are done on eCore courses, especially in the first year.

1. for faculty in both Systems to come to agreement on content alignment for English 1101/191 and 1102/193 and MATH 1101/190, 1111/191, and 1113/194.
2. To ensure transferability of these courses between DTAE and USG institutions.

Kathleen pointed out several provisions of the draft agreement such as the provision that students' DTAE placement test scores would be accepted. She discussed an alternative that would require USG institutions to accept the placement scores of students only if they enrolled in a DTAE course and had the placement test score on the DTAE transcript. She pointed out that our recommendation had asked that the DTAE institutions use the Asset Intermediate Algebra test than the Elementary Algebra test. We did not win that argument. She said that this was another argument for raising the COMPASS math system minimum to at le

IX. Rick Reynolds adjourned the meeting at 1:00 p.m.