

Minutes of the annual meeting of the University System of Georgia
Foreign Language Academic Advisory Committee
April 13, 2015, Middle Georgia State University

In attendance

Chair: Kristina Watkins Mormino, Georgia Gwinnett College

Chair-elect: Trino Prados, Middle Georgia State University

Secretary: Mark Greger, Georgia Highlands College

Dorothee Mertz-Weigel, Armstrong State
University

Lisa Noetzel, College of Coastal Georgia

Joe Johnson, Clayton State University

Pedro Maligo, Columbus State University

Nancy Mason, Dalton State College

Leticia Alvira-Watson, Albany State University

David de Posada, Georgia College and State
University

Eric Kartchner, Georgia Southern

Mary Barnard, Fort Valley State University

Viki Soady, Valdosta State University

Jeniba Dart, East Georgia State College

Oscar Moreno, Georgia State University

Teresa Perez-Gamboa, University of Georgia

Darren Broome, Gordon State College

Rick Robinson, Georgia Perimeter College

Jana Sandarg, Georgia Regents University

Guests:

Lauren Fancher, GALILEO Support Services, USG

Merryll Penson, Library Services, USG

Sabrina Wengier, Middle Georgia State University

Greg Barfield, Georgia Department of Education

Houston Davis, Board of Regents, University System of Georgia

Doug Podoll, Board of Regents, University System of Georgia

Minutes:

9:00 Welcome

9:10 Meeting called to order. Remembrance: Aida Sapp (1960 – 2014). Introductions.

9:25 Area F for language majors

FLAAC currently lists possible courses for area F

(http://www.usg.edu/academic_programs/areaf/Foreign_Languages.pdf), but not a set of guiding principles. What objectives should be met by area F requirements in world language majors?

- Objectives needed. Currently just a list of class. What are the educational goals for area F?
- Discussion:
 - Soady: VSU includes second language requirement for major under Area F. Is it necessary to define objectives for Area F? Strategically, Area F is really up to each institution. Every school has the right to support its degree. Other than really general objectives, don't see how this would be benefit.
 - Robinson: Georgia Perimeter is a two-year institution. Area F is the last area. We are very particular. Somewhat general, but focused towards a foreign language degree. Gear Area F for potential BA. GSU: Area F is a middle ground to students to see if they are going in the right direction.
 - Kartchner: Georgia Southern: Not a lower division course we won't accept into area F. If they have exhibited competence to be in upper-level courses, what does it matter what lower courses the student took? It is a matter of getting them through to graduate. We do not want to get too prescriptive, because our degree can pair with any other degree.
 - Prados: What about General Studies? You always hear less language for GS. Are they required to take language if doing GS?
 - Soady: We have two tiers. If you are doing it for Honors, yes. GS is also a default degree for others. Language is no longer required for that tier.
 - Robinson to Soady: Is Area F the same for all students?
 - Soady: It is really open. In one tier: yes, there is language. In the second tier: no.
 - De Posada: Georgia College: Redesigning curriculum. Following Georgia Southern model. Two tracks with concentrations under each track. We have added all sorts of different courses. We need to keep flexibility. All in the name of curricular relevance.
 - Mormino: Do we have to address Area F? Yes, we have been asked to address this. I wonder if having a list of courses is more restrictive than having a list of educational objectives? The objectives don't have to be restrictive and narrow.

- Robinson: Can we start out very general and word it to say that each institution has a great deal of freedom. It can be used for complementary disciplines at the 1000/ 2000 level and for second-language acquisition.
- Soady: We are all under great pressure to show our relevancy and to produce majors/ minors, etc. The last thing we need is anything designed to be a toe-stubber to getting those international experiences infused into practically any other degree.
- Mormino: We could say that. I would never recommend that a student get a degree in FL without a strong secondary field. For that reason, it is very easy to make the argument that we need Area F courses that are complementary and support career foundations.
- Soady: If we prescribe too much, there won't be the fluidity to change majors or to double major.
- Moreno: Essential that we leave Area F open. In Area F, we want to make sure that they get their intermediate level so that they can become majors. We have defined courses specific to the major. I think it is a good idea to define objectives, but that is the part for each school to do.
- Mormino: I think we are supposed to define Area F under guidance from the university system level. We don't have a singular, focused discipline. So we shouldn't be too restrictive. I am proposing two objectives:
 - 1: To advance proficiency in the language the major is in.
 - 2: Courses that would be complementary to the major.

9:47 Affordable Learning Georgia: Open source textbooks

Lauren Fancher, Director, GALILEO Support Services, USG
 Merryll Penson, Executive Director, Library Services, USG

Presentation

- Background: Galileo content and infrastructure; libraries. Began work in June 2013 with USG libraries, California State U system/ MERLOT partnership. New roles for libraries, building on history of collaboration. Maximize use of shared GALILEO content and infrastructure. July 2-14 received funding for Affordable Learning Georgia.

- Goals and programs. Communication and outreach. Partnerships for scale and quality. Bookstore program. Open educational resources: top fifty courses, eCore, textbook transformation grants.
- Partners with OpenStax College of Rice University, USG University Presses, California State University system
- Partners with USG college stores to provide:
 - Lowest price guarantees, rental programs, etc.
 - Data about cost savings as well as adoptions
 - Verba Software for comparison shopping, adoptions, marketplace for 11 campus-operated stores
- A framework to support adoption, adaptation, and creation of no-or-low cost textbook alternatives
 - By the end of FY16, a zero-textbook solution for the USG's core curriculum taught completely online
 - eCore transitioned 10 courses to use no-cost, open resources in FY14.
 - ALG is supporting the transition for 15 additional eCore courses to use no-cost, open resources in FY15 and 6 more in FY16.
 - Rapid results: Total project enrollments FY 15-16: 27,295. Total projected savings FY15-16: \$2,729,500.
- Textbook transformation grants. Faculty focus:
 - Release time and course redesign
 - Support faculty choice
 - Build advocacy and awareness on campus
 - Fall 2014: 30 projects from 19 USG institutions to transform individual courses in Spring 2015
 - Spring 2015: 27 projects from 16 USG institutions were awarded grants. 10 to transform individual courses and 17 for at-scale transformations (multic-course, section, department-wide, etc.)
 - Total projected course enrollments FY16: 61,996. Total projected savings FY16: \$6,450,612
 - Projected totals for eCore and ALG grants funded in FY15 for use in FY16:
 - Projected course enrollments: 89, 291
 - Projected savings FY16: \$9,180,112
- What if it were possible to provide no-cost alternatives in the four highest enrollment foreign language courses in the USG Top 50?
 - Elementary Spanish I (Spanish 1001): 20,597. Elementary Spanish II (Spanish 1002): 12,982. Intermediate Spanish I (Spanish 2001): 8,306.

Intermediate Spanish II (Spanish 2002): 4,225. Total Fall/ Spring AY14 enrollments: 46,110.

- Potential savings for students: \$4,611,000

Sabrina Wengier, Assistant Professor of French, Middle Georgia State University

Presentation: Making the language classroom textbook-free

- Background. Wengier teaches at Middle Georgia State College, which she says has a varied student body and for whom money is an issue. In her French classes, she uses one textbook for the first three levels. When it came to choosing a text for the fourth level, all of the available textbooks were in the \$200 range. She did not want her students to have to pay that much money for just one semester. So, she decided to create her own materials.
- Pros of creating own materials:
 - Make full use of authentic material online rather than made-for-instruction material
 - Makes class more content-based and current
- Resources used: blogs, discussion forums/ chatrooms, journal articles, poems/ literature, songs, movies, online grammar sites
- Was able to structure the class the way she wanted
- Received positive student feedback
- Where to go from here?
 - Languages are a critical area for ALG
 - Add more content
 - Develop own videos/ grammar tutorials, listening comprehension activities, etc.
 - Find a partner?
 - Apply for a grant
 - Find out more about copyright and Internet content

Question and answer session: ALG

- Dart: Start a database so that the weight is off of just one person. Start a group on D2L for discussion?
- Soady: Did you factor for the fact that textbooks are used over multiple semester?
- Fancher: We are aware that institutions use their textbooks over multiple semesters.
- Soady: What about keeping textbooks on reserve?

- Penson: Not always successful.
- Gamboa to Wengier: How do you keep track of student access to material?
- Wengier: I make PDFs.
- Mason and Gamboa questioned how to oversee a program where everyone is producing their own materials.
- Noetzel: Question about the grants. How much money are you spending on this? You need to talk to the publishers to find out what their investment is for the videos, tutorials, etc. The \$10,000 figure is not going to cover the cost of the materials. Yes, textbooks are expensive. Education is no longer subsidized. Maybe the USG should talk the textbook publishers to bring prices down.
- Penson: We have been able to drive down the prices for some of our journals and increase the number of students that have access. Maybe if we all agreed collectively that we want to look at some options, it would drive down the price. Not suggesting that one way has to be the way everyone does it.
- Soady: There are five major publishers with which we could work to bring down prices. But, ALG's budget is never going to be able to produce one of these books.
- Alvira-Watson: Some publishers do work to help lower prices.
- Gamboa: Digital materials are lower cost.
- Mormino: Choice. Selection of material is faculty choice. Should not be forced.

10:35 DoE news

Greg Barfield, Lead Program Specialist: World Languages and Global Initiatives
Georgia Department of Education

Presentation

- 2013-2014 enrollment data
 - Overall numbers are up (+18,104)
 - Down in German and Latin
 - Total: 506,444
- Immersion enrollments:
 - Total – 2,975
- Dual language immersion programs:
 - Clayton, Hall, Douglas, Atlanta (4 schools), DeKalb, Henry, Gwinnett, Fulton, Cobb
 - 50% in English, 50% in target language.
 - 20 by 20. Hit twenty schools by 2020. On target for maybe by next year.
- World Language Teaching certificates:

- Spanish: 1,782
- Total: 2,532
- Computer science courses counting as math, science, and world language courses
 - Governor Deal recommended that the State Board amend state policy to allow computer programming courses to satisfy core requirements – math, science, or world language – for receiving a high school diploma. On April 1, 2015, the State Board of Ed. approved the policy.
 - Computer courses that will count as math, science, or world language courses beginning 2015-2016:
 - AP Computer Science A
 - IB Computer Science, Year 1
 - IB Computer Science, Year 2
 - Computer Science Principles
 - Programming, Games, Apps and Society
- Kartchner: But the college entrance requirements are still the same?
- Barfield: Currently. The BOR has to vote on it.
- Mormino: BOR is leaning toward it.
- Robinson: Going to have a big ripple effect.
- Barfield: From what I have seen, principals are not seeing this a smart choice.
- Maligo: Numbers show that we may need to do better at marketing foreign languages. Also, runs counter to the Deal's goal for Georgia to be the state of choice for international business.
- Barfield: Should address it directly to the governor. If he hears it on a personal level, it may mean more to him.
- Mormino:
 - The governor is going to listen to people in the business world. We should go through contacts we have in the business world.
 - Thinking about broader picture: dual immersion needs teachers who are highly proficient and early childhood certified. But, no space for language in early childhood requirements. So we will not be supplying the training for those programs, but we will be getting the benefits of students who have been through those programs. What is it going to mean for matriculation for us when we have students who have eight or more years of dual immersion and our ready to go directly into upper-level courses. Teacher certification programs? What are the needs there?
- Podoll: Does the growth in these dual immersion programs match the growth in the teacher certification programs?

- Barfield: They are concerned about it. That is why I am asking the U.S. State Dept. to increase the allocation of J1 visas, for international teachers that are qualified. But it is a challenge.
- Mormino: Is it true that the teacher certification requirements in terms of on-site training are increasing and that, as a result of the increased requirements, the foreign language requirements in Area F may be done away with in order to create space? Everyone should check on this on your individual campuses.

11:10 – 11:25 Break

11:25 BOR news

Houston Davis, Executive Vice Chancellor & Chief Academic Officer, USG

- Davis: How have we, at the BOR, reacted to the issue of computer science in place of FL?
 - Came from alums (Georgia Tech), computer science faculty.
 - Does not take away the foreign language requirement for college entrance.
 - Needs to be more about students taking foreign language and programming units.
 - The lid: Very few secondary-level schools can offer programming languages.
 - Encourage interdisciplinary opportunities. Have conversations about nesting a foreign language module with natural partners.
- Mormino: About modifying foreign language degrees, if coming from us, there will be resistance b/c programs are so specialized. Push should come from BOR.
- Davis: We have tried to emphasize the interdisciplinary push with VPAA's.
- Kartchner: Rather than talking to other disciplines about changing their majors, talk to students about adding a minor. Instead of changing, do an add-on.
- Davis: I would agree.
- Sandarg agreed with Kartchner, giving the example of a nursing student in her program.
- Mormino: We are all feeling the pressures of Complete College Georgia. Because foreign language is seen as a supplemental or enrichment course, and not an essential course, many of us feel marginalized in the decision-making process. That is why it would be helpful if BOR emphasized interdisciplinary courses.
- Davis: We have got to have meaningful degrees. I think you are talking about the value-added that comes from adding foreign language courses to a degree program. Not just that someone has accumulated 124 units, but what are the units?

- Robinson: I am sure there are statistics about how much more employable a bilingual nurse is. They have got to be very impressive. When you are talking about valuable courses, that is highly valuable.
- Davis: Agreed.
- Davis:
 - Affordable Learning Georgia: Tuition and fees have gone up nationwide, not just in Georgia. We also “fee” students to death. Textbook costs are also going up. Affordable Learning Georgia is not just about textbook costs. It is about curriculum development. Provide our faculty tools to consider options. Do not want to impinge on academic freedom. These are your courses. Create options. Create conversations.
 - Broad topics:
 - Budget: Wanted to pivot to the performance and outcomes formula this year for the calculations for July 1 and forward. The reason we wanted to do that is because there was an opportunity under the outcomes-based formula for every institution to begin improving on their baselines. Under the old enrollment-based formula, demographics are not on the side of roughly half of our institutions. Some of the institutions from south GA are losing population left and right. Under the current formula, there were \$39 million worth of gainers and \$32 million worth of losers. 13 institutions were the gainers. 17 institutions were in the \$32 million in losses. That leaves a net of \$7 million to spread among 30 institutions. There is no way that the institutions that have been gaining have been getting their dollar. They have been getting pennies on the dollar or nothing on the dollar. So, we can’t continue to rob from the gainers to move money over to the losing institutions. We have been taking steps to mitigate losses. Those are \$32 million in real losses. Your institutions have known about this for two years. Some campuses have done a great job budgeting for that. It has been programmed in. Some have been hoping that it was not going to happen. When the board makes its allocations, some institutions will be taking some losses. Some will be seeing some improvement. But we have tried to mitigate those losses for as many schools as possible. We have been open, over the last couple of cycles, to some tuition and fee increases, but we always go back to our root concern with affordability. Our state colleges and our state universities serve as access institutions and we have to preserve that access in terms of real opportunities and in terms of price point. We cannot continue to have uniform tuition and fee increases across the

system. We have to differentiate it. We have to figure out where the pain point is for an institution.

- We know, across our system, that we have some real salary inequity pressures, especially among our faculty. We have been ringing that bell for the last three cycles. We were able to obtain an additional \$10 million. \$10 million spread among 30 institutions is not a lot of money, but we are hoping that our institutions will be able to match some of the monies to be able to do something about salaries this year. The expectation is that this will not go to administrators, but to bring some of our lowest-paid employees up to make a living wage. We can not be the state that other states are coming to raid because that know that our faculty and staff are easy pickings.
- Sandarg: What is going to happen to the institutional fee?
- Davis: We have talked about phasing it out. But that is phasing it out on the books. One of the reasons we have to be sensitive about that is because some employers will pick up tuition, but they will not pick up the fees. Sometimes students are not eligible for having the institutional fee reimbursed.. When it was put in place, it was supposed to be in place for two years , until the state budget got better. It has basically become a part of the expected revenue for the campuses. I think that it is going to stay in place, but move from one budget line to another budget line. And, it will happen gradually.
- Davis: Enrollment pressures. We wanted to give ten of our institutions in the southern part of the state, who are losing enrollment, the ability to waive out-of-state tuition for students from Alabama, Florida, And South Carolina to help to make up for some enrollment numbers. But, what they can't do is to do that to the point that it creates a capacity pressure. Each of those 10 insititutions has a minimum of two cycles to establish a baseline for what the capacity is at those 10 institutions. At that point we will document them and scrutinize them. If we have schools in the northern half of the state that can prove the need, we will talk to them in the next year to expand the out-of-state tuition waivers.
- Doug Podoll: Any fear of a cross-state price war?
- Davis: Already happening to us. Florida and Alabama already do it. South Carolina has very liberal policies on out-of-state waivers. We are responding. This is something that has already happened to us.
- Kartchner: What about waiving out-of-state fees for anybody from any state?
- Davis: We have to be careful to balance things politically.

12:05 - 1:00 Lunch

1:00 More BOR News

Doug Podoll, Director of International Education, USG

- Handout about worldwide emergency travel assistance for employees of the USG
 - All USG employees traveling abroad have access to travel assistance services from Redpoint WTP (a service offered in conjunction with the the group life insurance plan through Minnesota Life)
 - May be eligible for Blue Cross Worldwide
 - Only for employees and family members with current BCBS POS or HSA (not HMO).
- Risk management in study abroad
- Business operations
- Single insurance carrier for the entire system (CISI)
- Kartchner: European Council Programs. Have found that they are not effective for foreign language. Not enough contact hours.
- Robinson: From experience in Germany, it does depend on how you set it up. You have to structure it in a way that they are forced to use it.
- Kartchner: Students should have a minimum number of contact hours. They don't get that with the EC trips. We discourage students from taking EC trips for foreign language study.
- Podoll: I don't disagree with how you are describing Georgia Southern recommending this. If you are a language major and you are trying to master your German or French, this may not be the program for you. Students do like the EC trips, but may not be the best for language programs. The EC trips try to balance the classroom experience with the cultural experience.
- Mormino: At GGC, we have been having a discussion about study abroad. Some say the more immersive, the better. Some feel that any type of exposure abroad is good. I don't fall into the latter category. But, we are trying to open it up to more students. Not just language students or Humanities students. Not just white students and not just younger students. We are trying to make it so that someone, like a working mom, can have some experience. I agree, though, that for language majors, something immersive would be better. Everyone should do study abroad, but you should find the study abroad that best fits your needs.
- Podoll: The system offers a diverse range of programs. If you have a program in place that takes the contact hours and all the other factors into place, more power to you. If you a language major, considering an EC trip, I would question whether you were looking at this hard enough. Especially given the cost of any study abroad program.

- Sandarg: Is the International Education Office coming back?
- Podoll: I hope so, but I need help. Understaffed. The strategic leadership is there. Taking the long-term view.

1:25 Name Change: Shall the Foreign Language Academic Advisory Committee rename itself in a way that removes the word "foreign?"

- Mormino: Is the word "foreign" a problem?
- Moreno: After discussion at my college, we decided that "world" languages was best.
- Mason: What was the problem with "foreign"?
- Robinson: Exclusionary. "World" is more inclusionary.
- Prados: The problem is every term has a problem. Let's keep it the same.
- Sandarg (joking): Agree with Trino. Let's be forward-thinking. Call it universal languages.
- De Posada: We use "World languages and cultures."
- Noetzel: Just from a linguistic standpoint FLAAC is easier to say.
- Mason: have no problem with "foreign"
- Sandarg (joking): "Foreign" sounds exotic.
- Dart: Is there a reason we have to change?
- Mormino calls for a motion. No motion is made. No name change is adopted.

1:40 News, resources, conference announcements, etc.

PowerPoint

- Mormino: Classroom advocacy. We need to tell students that this is what we teach in this field and this is why it is important.
- Sandarg: Yes, you tell them. But, you also tell them that it is going to be on a test.
- Mormino:
 - Talk Abroad: For profit company. Sets up international, conversational partners.
 - News in Slow (Spanish, French, etc.). Source for news in target languages. Can adjust the speed of the news delivery
- Mertz-Weigel: At Armstrong, anyone who enrolls online, will find a link to the language placement test in orientation materials.
- Also, inviting a French singer to come to Armstrong for a Thursday night concert.
- Mormino: Consulate links

1:50 2015-2016 planning

Elections and determination of 2016 meeting time and place

- Officer election. David de Posada – Secretary. Self-nominated. Seconded. Unanimously approved.
- Meeting venue. Motion to stay at Middle Georgia State U. Seconded. Unanimously approved.
- Motion for April 11. Seconded. Approved.
- Prados to Kartchner: What about doing a seminar?
- Kartchner: Not a problem if you want me to do an hour or a two-hour workshop.
- Credit by exam?
 - Mason: At Dalton, we have a test for Latino students who want to test out of Spanish for Criminal Justice.
 - Mormino: Does anyone still require students to take a course to receive credit for placement test?
 - Kartchner: At Georgia Southern, students must take a course and make a C before they can retroactively buy credit for the lower-level courses.
 - Moreno: We test heritage speakers only on grammar. We don't need to have an oral part or a reading part or anything supplementary to this exam because the correlation is very strong. It relates more to the generations in the country rather than skills.
 - Kartchner to Moreno: is there a listening portion or a writing portion or is it mainly just grammar?
 - Moreno: Grammar. Testing proficiency up to the sentence-level. Using this test, I am able to determine if it is a first-generation heritage speaker, a second-generation heritage speaker, third-generation, or a non-heritage speaker with very advanced skills. The test serves the purpose of putting students where they should be so that they can move through the curriculum more easily. It is very practical in that sense and free to the students. We had a huge problem with the heritage speakers and we had to solve the problem. This test was a blessing because it allowed us to put students in the right place, at the right time. And, when we were able to put students in the right place at the right time, our numbers changed and our graduation rate got better.
 - Mormino: Eric and Jana have been saying for years that giving students credit to matriculate and go where the ought to be is better than trying to get them to do it by their own free will. Most students are going to go for the easy A.
 - Moreno: We had a very bad evaluation in 2010 and our DFW rates went up at about the same time. The bad evaluations were coming not just from those who were underprepared. We had a large number of overqualified students who were taking and evaluating the course poorly because they were not in the right place and they were bored. My dean was questioning my introduction of new

technologies and I was forced to look into the problem. We had a large number of overqualified students who were evaluating the program poorly, defeating the purpose of the improvements that we were introducing. When we looked into the numbers, we realized we had to do something about the heritage speakers. After introducing this test, the numbers began to change; and we realized that it was about putting the students in the right place, at the right time.

- De Posada: Another model that might help you is the Course Challenge Exam. It is administered internally. It is for heritage and native speakers.
- Gamboa: Our placement tests are not administered by us. I have wanted to change the tests and administer them online. They continue to use the same test, though, that they have used for twenty years. Because Banner does not recognize who took Spanish in high school, we have 16 courses of 28 students each for Spanish 1001 right now at UGA. At UGA the students can register for whatever they want, so some heritage speakers register in 1001 to get an A.
- Mormino: That is an ongoing issue. That goes back to where, if you have a policy where students can test into a higher level and get credit for the prereqs, it gives them the incentive to at least try.
- Mormino: Another topic I want to address is eCore.
 - Mormino: eCore classes will be in the Banner system at all institutions except for the research 1. In terms of eCore, the only foreign language affected is Spanish. When students go to register in Banner, they will see eCore as a choice, but will not necessarily know that it is not a course that your institution offers.
 - Greger: eCore courses are being marketed as having no textbook costs. But, they are not open-source for foreign language classes.
 - Johnson: They are also lower cost because they have lower tuition, at least lower than many of the metro schools. Also, at my school, the eCore classes are clearly delineated from the Clayton State classes. So, it is really up to your institution to determine how the classes appear on the schedule.
 - Mormino: Our Registrar's Office was told that they could not make the eCore classes very clearly distinguishable. They were forbidden from highlighting the difference. I don't think that that came from our administration; it came from our administration's understanding of what the expectation was. They were saying that the USG was telling us that we could not label the eCore classes distinctly.
 - Several people remarked that the eCore classes were clearly labeled at their institutions.
 - Kartchner: Has eCore gone through SACS review?

- Mormino: My understanding is that the loophole is that it is counted as part of West Georgia.
- Kartchner: To teach at Georgia Southern, they have to be credentialed. How are they evaluated? For instance, Spanish courses offered under eCore are under my department. I don't evaluate them. How is that going to work with SACS? How am I going to know if what is being taught in there is what my department approved? I see it as a huge SACS problem.
- Mormino: They are using a workaround by saying that this is part of West Georgia's course offerings and that this is essentially students transferring in credit from any other school, as they would be allowed to do if it were a student transferring credit from a face-to-face class at West Georgia. As far as credentialing is concerned, I am not sure what the process is for being credentialed to teach in eCore. Any faculty member from across the system could, theoretically.
- Noetzel: For Spanish, you have to do a two-week training session. To be selected, your credentials are reviewed.
- Podoll: On the eCore homepage, they have a place where all of the faculty credentials are stored. It is an accessible to faculty only place to store credentials. They have all been vetted. 99% are USG faculty who have been through background checks and credential checks.
- Mormino: Obviously eCore can have repercussions for all of our Spanish programs.
- Kartchner: The way Colorado handles this problem is to create a global campus. Right now it sounds like the USG is saying that you have to teach West Georgia's classes on your campus. Why do we have to offer West Georgia's online courses on our campuses, when we have online courses on our own campuses?
- Mormino: eCore has not been universally embraced across the state.
- Noetzel: The reason it has been mandated across the state is that eCore provides a complete, online, gen. ed. education to anybody in the USG system. The state of Georgia is facing a problem with degree non-completion. Online courses are being seen as a solution. eCore classes are not West Georgia classes; they are USG courses. When students take an eCore class, they are taking a USG gen. ed. class that has to be recognized by any USG institution.
- Mormino: If they are USG courses, who has oversight of the content? The History RAAC is not happy with the eCore history classes. You would think that the RAACs are where you would go for quality control. The RAACs do not seem to have oversight, though.

- Kartchner and others echoed concerns similar to Mormino's about the quality of the courses.

2:35 Meeting adjourned.

DRAFT