

2012

General Policies &
Procedure for eCore

Revised
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Abraham Baldwin Agricultural College, Clayton State University,
Dalton State College, Fort Valley State University,
Macon State College, Southern Polytechnic State University,
University of West Georgia, Valdosta State University

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Overview

eCore is a fully online program developed and offered by faculty within the University System of Georgia (USG) for students interested in pursuing the general education requirements of the baccalaureate degree (or those who wish to earn a two-year Associate of Arts or Sciences degree) primarily through electronic, web based coursework.

eCore Leadership Structure and Curriculum Design

eCore Subcommittee

Once an institution becomes an eCore affiliate, its provost becomes part of the USG eCore Subcommittee. The eCore Subcommittee consists of the provost from each affiliate institution, the Dean of eCore, and a representative from the USG System Office. Each member serves as the formal representative of his or her respective institution. Among the responsibilities of the eCore Subcommittee are:

- To provide oversight and review of the eCore administrative and financial structure
- To create and/or approve academic policies
- To review and approve all faculty teaching eCore courses “log instructor concerns at tinyurl.com/instructorconcerns”
- To annually review the consortial agreements of the respective member institutions, ensuring that the arrangement is consistent with the institution’s mission and capacity for commitment to online student success
- To review annual assessment data regarding program outcomes and student learning and make recommendations
- To approve additions or modifications to eCore general outcomes, eCore course outcomes, or eCore courses, utilizing institutional governance structures as appropriate (outlined below)

eCore Curricula: General Outcomes

The general education core for eCore was developed and approved by the Council on General Education in 2000-2001. These are broad-based and reflect commonalities across institutional learning outcomes. The Council on General Education estimated that the set corresponds to approximately 80 percent of any given institution's learning outcomes.

As institutional outcomes are occasionally modified, a system for affiliate institution review of eCore general education outcomes will be put into place in 2012.

1. Each institution will compare the eCore general outcomes to institutional core general outcomes at least once every four years to verify that commonalities exist at a level of approximately 80 (range of 70-90 percent).
2. Institutions should also compare the assessment outcomes for the eCore general outcomes (data provided annually in eCore Factbook) to those of the institutions.
3. Written observations and/or suggestions should be provided to the Dean of eCore. These will be compiled and reviewed by the eCore Subcommittee annually as part of the continuous assessment and improvement process.

Modification of eCore General Education Outcomes

As a result of periodic institutional review of general eCore outcomes, it is possible, that one or more general eCore outcomes will need to be modified or added. In such cases, minor modifications (to include an addition or minor modification of an outcome) that correlate to the outcomes of at least one-half of the current affiliates will be proposed and must be approved by the eCore Subcommittee. Major modifications (including deletion or major modification of existing outcomes) must be approved by the eCore Subcommittee and the USG General Education Committee prior to implementation.

Type	Description	Approval
Minor modifications	Addition or minor change	eCore Subcommittee
Major modifications	Deletion or major change	eCore Subcommittee and General Education Committee

Review of eCore Courses and Course-Level Outcomes

Most eCore courses have counterpart courses offered by affiliate institutions. Each eCore course has course-level learning outcomes that correspond to the general education outcomes for eCore. The content (not the outcomes) of each eCore course is reviewed and revised by a team of faculty (one from each of three eCore affiliate institutions) on a three-year cycle. Six months prior to the start of the revision, each eCore Subcommittee member (affiliate provosts) will be provided with the learning objectives, topical outline and syllabi of the courses to be revised. These may be passed along to one or more faculty members in the appropriate academic department for comments and suggestions. Subcommittee members should provide the suggestions to the eCore Dean no later than one month prior to the beginning of course revision. Suggestions, as feasible and appropriate, will be incorporated into the revisions. Any adaptation to the course-level learning outcomes will require approval of the eCore Subcommittee. It is important to note that all courses will not correspond exactly to all institutional course counterparts, as there is a level of acceptable level of variance among the courses offered by different affiliate institutions.

Course Additions

An array of courses to be offered through eCore was approved by the Council on General Education in 1999-2000. Several of these courses have not been yet developed. The addition of these courses to the eCore current offerings requires the approval of the eCore Subcommittee. Such courses will be developed by a team of three faculty members from three affiliate institutions. The team will initially develop learning objectives, a topical outline, and a syllabus for each course. These will be provided to the subcommittee, and passed along to one or more faculty members at each institution for comments or suggestions. Once the subcommittee has approved the final version, then full course development may commence. The courses which were initially approved, but not yet developed are: HUMS 1100 (Integrated Humanities); ARTS 1100 (Art Appreciation); MUSC 1100 (Music Appreciation); FREN 2001 (Intermediate

French); FREN 2002 (Intermediate French II); BIOL 1011K (Introductory Biology with Lab); and CSCI 1301: Computer Science I.

Any new courses which were **not** included in the initial course array must also have approval of the Council on General Education prior to full development.

Transfer Consistency

Consistent with BOR policies and goals regarding ease of transfer, eCore courses should be treated by affiliate institutions and non-affiliates in the same way that transfer courses are treated.

1. Thus, all eCore courses count (or transfer), even if an area is not complete. Students successfully completing a course in eCore Areas A-E will receive full credit in Areas A-E for the course at the affiliate institution or upon transfer to another System institution (even if the Area has not been completed). An exception to this rule is if a student changes from a non-science major to a science major.
2. All eCore courses should count in their respective areas and across areas if necessary (e.g., credit for a math course in Area C).
3. An underlying assumption is that all institutions which choose to become an eCore Affiliate will agree to accept any eCore section as meeting a Core Curriculum requirement in the area of the Core for which the course is designated.

eCore Affiliates

A select number of institutions within the USG offer eCore courses at their institution. These institutions are known as eCore Affiliate institutions or Affiliates. To become an Affiliate, an institution must commit to full participation and support of the eCore program and must obtain faculty endorsement of the eCore curriculum as a parallel curriculum. Current eCore affiliates include Abraham Baldwin Agricultural College, Clayton State University, Dalton State College, Fort Valley State University, Macon State College, Southern Polytechnic State University, University of West Georgia, and Valdosta State University

Student Participation

Students may participate in eCore in two ways:

1) As a regular student of an Affiliate institution

All students in the University System of Georgia are required to have a primary relationship with one institution. This institution is considered the home institution. This is the institution to which they have been admitted; it is the institution that maintains their transcripts, that monitors their progress toward degrees, and that processes any financial aid for which they are eligible. **Upon completion of degree requirements, the student will graduate from this institution. Students who wish to pursue their entire electronic Core Curriculum (eCore) will have one of the eCore Affiliate institutions as their home institution.**

2) As a transient student to an Affiliate institution

Students who have been admitted to other institutions (including those outside the University System of Georgia) may take eCore courses as transient students. They will choose courses based upon the advice of their home institution; and with permission of their home institution, the credit will be used to satisfy requirements in the home institution's degree program. **Students who wish to take eCore on a transient basis will have a home institution and a transient relationship with an eCore Affiliate institution.**

Admission and Placement

eCore students - Students seeking to pursue eCore as their core curriculum must meet the admission requirements of one of the Affiliate institutions. Students who graduated from high school in the past five years should consult the USG Prospective Student information (http://www.usg.edu/users/prospective_students/) and the Affiliate institutional websites, <http://ecore.usg.edu/about/institutions.php>.

Non-Traditional Students - Students who have been out of school at least five years may apply to the Affiliate institutions as non-traditional students. They do not have to submit SAT scores and evidence of high school preparatory curriculum; such students must be screened by COMPASS, a placement test in Reading, Writing, and Algebra, administered by a University System of Georgia institution. Students not achieving the Affiliate institution's minimum passing scores on the COMPASS will be required to enroll and exit from Learning Support courses at the University System of Georgia institution before becoming eligible to enroll in eCore courses with certain exceptions (listed on page 12)

- a. He or she is a transient student and the home institution has given permission.
- b. The student is currently enrolled in the last required learning support course and are pre-registering for the next term.
- c. The student who is enrolled in a learning support class taking an eCore course of a different subject and discipline of the learning support course. For example, if a student is taking learning support math, then the student can take an eCore history class; however, if the student is taking learning support reading or English, then the student would not take eCore history. The student must make this decision in consultation with an advisor at the student's home institution.

As an alternative, non-traditional students who have posted SAT scores of at least 500 in both Verbal and Mathematics (or ACT scores of at least 21 in

English and Mathematics) within the past seven years will be permitted to exempt the COMPASS placement testing.

Transfer Students - Students who have earned at least 30 semester credit hours may apply as transfer students. See institution specific information regarding how to apply as a transfer student.

Transient Students - Students who wish to take eCore courses as transient students must file an application for transient status with one of the Affiliate institutions. Once the course is completed, the student may request a transcript containing the eCore course be sent to his or her home institution.

Admission Procedures for Affiliates

1. All students must apply to the Affiliate institution using the online or paper application at one of the Affiliate institutions.
2. Students pay the Affiliate institution application fee.
3. Students must meet the admission standards of the institution to which they are applying.
4. Campuses should add the eCore logo to their online and paper applications.
5. Campuses should add statements to both the online and paper applications asking the prospective student to identify if he/she plans to enroll in distance learning or “eCore” classes only. Students who check “yes” will be flagged for identification purposes.
6. Students who self-identify as being an online learner may be exempt from immunization, based on the policies of the affiliate institution.
7. Students who apply to the Affiliate Institution and are required to be enrolled in Learning Support or CPC deficiency courses are not eligible to enroll in courses offered through eCore unless:
 - a. He or she is a transient student and the home institution has given permission.
 - b. The student is currently enrolled in the last required learning support course and are pre-registering for the next term.
 - c. The student who is enrolled in a learning support class taking an eCore course of a different subject and discipline of the learning support course. For example, if a student is taking learning support math, then the student can take an eCore history class; however, if the student is taking learning support reading or English, then the student
8. Joint/Dual Enrolled Students are eligible to enroll in eCore courses if:
 - a. Student has written permission from his or her high school counselor.
 - b. Student is enrolled in a special campus program that would allow enrollment in eCore courses such as the Advanced Academy of Georgia program offered through University of West Georgia.

9. Affiliate Campuses agree to share test scores (SAT, ACT, Compass, CPE, etc.) for students identified as distance learners.
10. Students who self-identify as a distance learner will be coded for fee payment purposes according to the home of record.

Financial Aid

Students who indicate an interest in enrolling in eCore courses and seeking Financial Aid will be required to follow the procedures for applying for Financial Aid as defined by the Affiliate Institution.

Affiliate institutions will set the maximum award limit according to the cost of attendance at their respective institution.

Students should contact the Financial Aid Office at their Affiliate Institution for further information.

Records/Registration

Affiliate Records

1. Affiliate institutions will enter eCore courses in their Banner schedule of classes and their catalog.
2. Affiliate institutions will be responsible for managing prerequisite checking for students enrolling in courses offered through eCore.
3. Students who are transient to an Affiliate institution will be required to follow the Affiliate campus policies regarding enrollment in courses, paying fees, and providing a transcript to their home institution.
4. Campuses that adopt eCore as a parallel core will accept, as resident credit, any eCore course regardless of whether the student was enrolled at the institution at the time the credit was earned.
5. Affiliate institutions will report enrollment curriculum, faculty, etc., According to the guidelines determined by the Office of Policy and Planning.
6. Affiliate institutions will provide eCore Administrative Services with aggregate data each semester regarding student performance and demographics for the purposes of assessing program and course quality, and student success.

Registration Procedures

1. eCore Administrative Services provides Affiliate institutions with the term course schedule. This schedule will be sent by the eCore Student Success Manager as an Excel Spreadsheet attachment via email to the designated contacts at the institution. Affiliates build the eCore courses into their campus Banner student information system exactly as the information is listed in the excel spreadsheet provided to them.
 - a. Affiliates will be trained on the Centralized Seat Management System (INGRESS) used to process eCore student registrations. INGRESS training and documentation will be provided. The documentation will include step-by-step instructions on how to set up the courses in the Campus Banner system and how to process the Banner/INGRESS jobs related to student registration activity. Students will register in their on campus Banner system and jobs will be processed through INGRESS that will allow for centralized seat management.
2. Before a student is allowed to register for an eCore class, he or she must first take the eCore OnlineOrientation that developed by eCore Administrative Services and provided to the Affiliate campuses for their students to access: <http://ecore.usg.edu/prospective/orientation.php>. Once a student completes the online orientation, the student's eCore advisor will receive an email notification and then send the student an email with registration instructions. The eCore Student Success Manager will provide an email template that the eCore Advisor may use to send to the students.
 - a. A web page with registration instructions is also provided for each of the eCore Affiliates and the student's will be directed to this web page after completing the eCore Online Orientation and

receiving an email from their eCore Advisor: <http://ecore.usg.edu/reg/>

3. Students register for eCore courses during designated registration dates each semester. Students will follow the registration dates of their own Affiliate campuses. However, there may be a day or two each semester that the Affiliate campus registration dates may be a little different than eCore registration dates (eCore follows the GeorgiaOnMyLine Common Academic Calendar). eCore Administrative Services should be notified of these situations and each campus should make arrangements accordingly to ensure that the students registration is taken care of. You may work with the eCore Student Success Manager regarding this.
 - a. The students will register for eCore through their home institution's Banner system during specified registration dates. (See INGRESS documentation.)
 - b. The eCore Student Success Manager and Marketing/Enrollment Coordinator will monitor the course enrollments on a daily basis throughout the registration period. If there is a need to create another course section, the eCore Dean and Director, Curriculum & Instruction will be notified right away to determine the availability of another section.
 - c. There may be occasions when eCore Administrative Services will need to move students from one section of a class to another section for enrollment balancing purposes. Affiliates will be contacted regarding this situation and may be asked to move their students from one section to another inside the campus Banner system. If this happens,

eCore Administrative Services will contact the student and notify them of the change.

4. Through an INGRESS process, students who have registered for eCore classes will be loaded into the GeorgiaView Vista system (where students access their eCore Course) beginning with the designated date each semester and then daily through drop/add. The cut-off for a student to be entered into GeorgiaView Vista each day is 2:00 PM—meaning, if a student registers for a class after 2:00 PM, they will not have access to their class inside GeorgiaView Vista until the next day after 2:00 PM.
5. During and after the registration process, Affiliate campuses will process jobs accordingly (see INGRESS Documentation for instructions). eCore Administrative Services will provide training on how to implement the INGRESS registration system.

Joint/Dual Enrollment

The University System of Georgia recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of a joint/dual enrollment program in which the student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit. To participate in this program a student must be enrolled in public or private secondary high school which is accredited by one of the following:

- A regional accrediting association (such as the Southern Association of Colleges and Schools)
- The Georgia Accrediting Commission
- The Georgia Private School Accrediting Commission (GAPSAC)
- The Accrediting Commission for Independent Study (ACIS) (List of Accredited Centers for Independent Study (PDF))
- Enrolled in a public school regulated by a school system and state department of education.

Homeschooled students may be considered for joint/dual enrollment if enrolled in Nontraditional Educational Centers that are recognized by GAPSAC or by state departments of education. Students attending non-accredited home school programs or non-accredited high schools may also be eligible to participate in joint/dual enrollment opportunities if they meet all general admission requirements for joint/dual enrollment and have both validated their on-track Required High School Curriculum (RHSC) units using our Home School Curriculum Evaluation Form and submitted a current copy of their Declaration of Intent to Home School as filed with a local Board of Education.

Auditing Courses

Students who wish to audit a course may do so by selecting the ‘audit’ option in the registration process. Any requirements for prerequisites must be satisfied before registering to audit a course. No academic credit is earned in this status. Students may not transfer from audit to credit status or vice-versa after the last day to register on the eCore calendar. Auditors are required to participate fully in the class. A student auditing a course who fails to meet class participation and other assigned requirements will not be assigned to further group and/or discussion activities in the class.

Learning Support Policy

Students who apply to the Affiliate Institution and are required to be enrolled in Learning Support or CPC deficiency courses are not eligible to enroll in courses offered through eCore unless:

- a. He or she is a transient student and the home institution has given permission.
- b. The student is currently enrolled in the last required learning support course and are pre-registering for the next term.
- c. The student who is enrolled in a learning support class taking an eCore course of a different subject and discipline of the learning support course. For example, if a student is taking learning support math, then the student can take an eCore history class; however, if the student is taking learning support reading or English, then the student would not take eCore history. The student must make this decision in consultation with an advisor at the student’s home institution.

Registration without Tuition

Beginning in 2001, students desiring to register for courses under the Tuition Remission/Reimbursement program and the Georgia Residents aged 62 or Over Program may do so if space is available. These students will have to pay course-specific fees if any are required. Students in these programs will be allowed to register beginning the last day of registration on the eCore calendar or during the specified registration date at the student's affiliate institution.

As of January 1, 2011, the operation procedure for TAP changed to allow employees a minimum of three (3) days prior to the first day of classes to enroll in the TAP available classes. eCore Administrative Services must be made aware of the number of students enrolled in the TAP or Georgia Residents aged 62 or Over program at the beginning of each semester.

It is the responsibility of the registrar at the affiliate institution to report the name of each student, student ID number, and course enrolled for each semester in order for these students to be removed from the billing statement that is processed at census each semester.

Drop/Add

eCore students drop/add eCore courses during the published eCore drop/add dates each semester. eCore students will drop/add their courses in the Campus Banner System.

Drop for Non-payment

Each Affiliate institution has their own campus' fee payment deadlines each semester. Some Affiliate institutions drop their students for non-payment prior to the first day of class. It is the responsibility of the Affiliate Institutions to notify their students that they have been dropped and to remove the students from the campus' Banner system and process the jobs necessary related to the INGRESS system.

Some Affiliate Institutions drop students for non-payment after the drop/add period is over. Those Affiliates will need to provide a list of the students dropped for non-payment to the eCore Student Success Manager for enrollment reporting purposes.

Drop for Non-attendance

If the student is reported as non-attending, the student may be withdrawn by their registrar's office for non-attendance or asked to withdraw by their instructor, depending on the policies at the student's home institution.

1. Faculty report students as non-attending by the published attendance verification date each semester.
2. The eCore Student Success Manager will run INGRESS reports the day after the published attendance verification date to ensure that all courses have been reported.
3. Once all faculty have reported their students, the eCore Student Success Manager will verify the lists to ensure accuracy.
4. The eCore Student Success Manager will provide a list of the students reported as non-attending to each of the Affiliates.
5. The Affiliate Registrar will withdraw or drop for non-attending, based on their campus procedures, and notify the eCore Student Success Manager accordingly so that the enrollment and reporting records will be updated. eCore Affiliate Institutions should not run the INGRESS ZSRIAVR job for attendance verification. eCore Affiliates will process the non-attending students manually after a list is received from the eCore Student Success Manager.

Class Participation and Withdrawal

All courses shall have activity within the first week to determine student presence. While requirements for class participation vary widely among instructors and courses at USG institutions, the special circumstances of taking web-based courses demand regular and consistent participation by students enrolled in eCore courses. Students shall pace themselves throughout the semester ensuring timely responses to communications and assignments. When students are compelled for any reason not to participate in class activities, they must immediately contact the instructor.

To determine student presence, students must login and participate in the course **by completing at least one orientation assignment (one task or send/post at least one message)** by the posted login deadline each semester. Failure to participate by the login deadline (one week after classes begin in each semester) will result in the student being reported as non-attending by their professor. If the student is reported as non-attending, the student may be withdrawn by their registrar's office for non-attendance or asked to withdraw by their instructor, depending on the policies at the student's home institution.

Instructors are not obligated to accept any excuse for course inactivity due to technical problems. It is the student's responsibility to report technical problems to the Online Support Center (OSC) as they occur or contact eCore Administrative Services at ecore@westga.edu or 678-839-5300.

If students wish to withdraw from an eCore course after the drop/add date, they are required to complete the online withdrawal form on the eCore website: <http://ecore.usg.edu/students/withdraw.php>. Failure to participate without officially withdrawing from the course will result in a grade of F.

Students may officially withdraw up to the midpoint of the semester, posted on the eCore calendar, (<http://ecore.usg.edu/courses/calendar.php>) without academic penalty.

All eCore courses require participation in at least one face-to-face assessment activity at an approved site <http://ecore.usg.edu/exams/sites.php>.

Withdrawal Procedures

If students wish to withdraw from an eCore course after the drop/add date, they are required to complete the online withdrawal form on the eCore website: <http://ecore.usg.edu/students/withdraw.php>. Failure to participate without officially withdrawing from the course will result in a grade of F.

Students may officially withdraw up to the midpoint of the semester on the eCore calendar (<http://ecore.usg.edu/courses/calendar.php>) without academic penalty.

Affiliate Withdrawal Procedures:

1. Students withdraw by completing the eCore Online Withdrawal form: <http://ecore.usg.edu/students/withdraw.php>
2. The Affiliate eCore Registrar will login to the following site to retrieve their student withdrawals: <http://ecore.usg.edu/students/withdraw/get>. It is recommended by eCore Administrative Services that Affiliates login to retrieve their student withdrawals every Monday, Wednesday and Friday to ensure that the student's withdrawals are processed in a timely manner.
3. Enter username and password. The eCore Student Success Manager will provide each Affiliate Registrar with a username and password to access their own student withdrawals.
4. Enter the W or WF accordingly in the student's record inside the campus Banner system.
5. Once a student has been withdrawn from a course, the student will no longer have access to the course inside GeorgiaView Vista.
 - a. This usually takes 24 hours after the student has been withdrawn. Through an INGRESS process (ZSRGDIS) that takes place after

2:00 PM daily, students who are withdrawn or dropped in the campus Banner system are denied access to the course in GeorgiaView Vista. The cut-off is 2:00 PM daily.

Textbooks and Resources

All eCore courses will specify a textbook and resource materials. Each semester the required textbook/materials will be designated for the course by the course design team, and the official book/materials list must be provided to the eCore Student Success Manager by fourth week of the preceding semester.

The official provider for eCore textbooks and materials is MBS Direct. The eCore Textbook Manager will coordinate ordering and communications with MBS Direct to keep the textbook website updated, and with the eCore Instructional Designer to update syllabus information. The eCore Textbook Manager will also notify faculty of updates to the book list, and assist them with ordering instructor copies as necessary.

Students will receive information on how to order their eCore textbooks in their eCore Registration and Welcome letter that they receive after registering for an eCore course each semester. Students will also find information for books through their course syllabus (and also listed in the min-syllabus to access before classes begin) or the eCore Textbook listing on the eCore USG Website (<http://ecore.usg.edu/courses/textbooks.php>).

Students may order books/materials from MBS Direct in several ways.

- **By Internet:** Textbooks/materials may be purchased from the Virtual Bookstore (<http://bookstore.mbsdirect.net/ecore.htm>); payment must be made by credit card.
- **By Phone:** (800/325-3252) during the hours listed below.
 - o Monday-Thursday 8 a.m.-10 p.m. CDT/CST
 - o Friday 8 a.m.-7 p.m. CDT/CST
 - o Saturday 9 a.m.-6 p.m. CDT/CST
 - o Sunday 1 p.m.-5 p.m. CDT/CST
- **By Fax:** (800/499-0143)

- **By Mail:** (check, money order, or credit card)
MBS Direct
PO Box 597
Columbia MO 65205

MBS Direct will provide multiple shipping methods including UPS Ground, UPS Second Day Air, UPS Next Day Air, and USPS Priority Mail. Ground shipping orders received Monday through Thursday are shipped by the next business day. Orders received on Friday or the weekend are shipped on the following Monday. Air orders received by 12:00 Noon, Monday through Friday, will ship the same day. Shipping charges are determined from the current published rate chart of the carrier.

MBS Direct customers who have ordered books that have a buyback value will receive e-mail notification one week prior to the end of their course prompting customers to access an online buyback price quote from the Virtual Bookstore. From the Virtual Bookstore site a customer can generate and print a price quote, valid for a specified period, on any books with buyback value. The site will also provide shipping instructions and notifications that an email will be sent to customers from which they can print a prepaid mailing label for shipping textbooks, with price quote, to MBS Direct. Upon receipt of the book(s) at the MBS facility, a check will be mailed for the price quoted assuming all course materials are received and in resalable condition as determined by MBS Direct.

Catalog Edition for Curricular Requirements

Students must meet the requirements stated in a single University System Core Catalog for one of the years that the student is enrolled in eCore. Normally, this will be the catalog in effect when the student is first admitted to an eCore Affiliate institution. Students may choose to satisfy the requirements of a later Core catalog; but they must meet all of the requirements of the later catalog. The requirements of more than one catalog cannot be combined.

The student's home institution may require the student to follow a more current catalog if they have been out of school for a period of time or if they change majors. Students should consult the home institution's catalog to determine what edition they must follow in satisfying graduation requirements.

Honors Credit

A student may be able to convert an eCore course for Honors credit, but doing so requires these steps: First, the student must follow his or her home institution's policy for granting Honors credit. Second, the student must make arrangements as soon as possible with the eCore faculty member to fulfill such a policy. Often the faculty member will require that the student turn in an extra assignment of some sort in order to then award the Honors designation. (The extra assignments may come in the form of an extra research paper, a longer research paper, or a presentation.)

The faculty member is not required to oblige the student, but if the faculty member does agree, then he/she and the student should describe in writing the conditions for granting Honors credit. Both student and faculty should sign the document, either literally or by email agreement. One example of a student-faculty contract for Honors conversion at the University of West Georgia can be viewed at this website:

http://www.westga.edu/~honors/Honors_Contract_Policies_Form.pdf

Academic Appeals

If a student wishes to appeal a grade, that appeal must be made within thirty days after the grade is posted. The student must first complete the eCore Student Grade Appeal Form located on the USG eCore Website, (http://ecore.usg.edu/students/grade_appeal.php) to initiate the process and acknowledge his or her understanding of the grade appeal process.

Academic Honesty

(Acknowledgement is hereby given to Georgia State University on whose policy this is based).

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

All eCore faculty members use the definitions listed below. Within the syllabus, your instructor will list specific penalties.

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on Examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

- **Plagiarism**

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: <http://turnitin.com/static/plagiarism.html>.)

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

- **Cheating on Examinations**

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, “crib sheets,” websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one’s own examination and forbidden collaboration before or after an examination.

- **Unauthorized Collaboration**

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one’s own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

- **Falsification**

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding.

Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data

- false or misleading information in an academic context in order to gain an unfair advantage.

- **Multiple Submissions**

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

- **Evidence and Burden of Proof**

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Resolving Matters of Academic Dishonesty

Faculty Recourse

eCore faculty are encouraged to use methods or systems such as Turnitin to confirm authenticity of student work. In the event that a student's work is found questionable or exhibits signs of academic dishonesty faculty should take the following measures:

1. Review the current Academic Honesty Policy in your syllabus and in the Student Guide to eCore (found at http://ecore.usg.edu/student_guide.pdf).
2. Report the issue to eCore Administrative offices using the Academic Honesty Form provided on the Faculty Resources page of the eCore website: <http://ecore.usg.edu/faculty/honesty/index.php>
3. Address the issue with the student using the course email.
 - a. Provide the student with possible consequences of the offense:
 - i. Zero grade for the assignment or activity
 - ii. Zero Grade for the course
 - iii. Other grading option (such as lowered grade, or new assignment to replace other, etc.)
 - b. Provide an opportunity for the student to discuss or explain the circumstances.
 - c. Notify student that he/she has 7 calendar days to respond to the instructor.
 - d. Include the Student Success Manager on all correspondence to the student. (Copy Stacey Rowland, eCore Student Success Manager, within the course email.)
4. Once the response is received or after 7 days and no response was received:
 - a. Notify the student via course email of your judgment (include the eCore Student Success Manager).

- b. Notify student of his or her right to appeal our decision by using the eCore Student Academic Honesty Appeal Form at http://ecore.usg.edu/students/honesty/academic_appeal.php

Student Recourse

If the student is contacted by his/her instructor regarding academic dishonesty it is important that the student provide all information requested so that a thorough investigation can take place. His/her grade and/or academic record may be affected if academic dishonesty is confirmed. All academic dishonesty cases will be reported to the judicial officer of the student's home institution. Students have a right to an appeals process if they feel any grade or decision is unfair. After the initial discovery of academic dishonesty by the instructor the student will be afforded the following:

1. Student is made aware by instructor regarding concern of academic dishonesty.
 - a. Student is provided with possible consequences of the offense.
 - b. Student is provided with the opportunity to discuss or explain the circumstances in writing.
2. Student responds to the concern(s) from #1 above within 7 calendar days. Response is sent to the instructor via the mail tool inside the course.
3. Student receives decision from the instructor.
4. Student accepts or appeals the instructor's decision within 1 business week.
5. If the student decides to appeal the instructor's decision, the student must submit an Academic Honesty Appeal to the eCore Associate Dean by taking the following steps:
 - a. Complete the Student Academic Honesty Appeal Form located at http://ecore.usg.edu/students/honesty/academic_appeal.php.
 - b. Appeal in writing to the Associate Dean of eCore.
 - c. If the appeal is not resolved at the eCore Associate

Dean's level, the student must inform the eCore Associate Dean, in writing, within one business week that he/she is not satisfied and must then appeal to an ad hoc committee of eCore faculty in writing. The Dean of eCore will appoint the committee which will then consider the written appeal from the eCore Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCore Dean what should be done in the case.

- d. The Dean of eCore will render the final decision taking all relevant factors into consideration.

If the student is found in violation of academic honesty, the eCore Student Success manager will report the violation to the appropriate judicial officer at the student's home institution.

The Dean or Associate Dean of eCore will be involved in the escalation of academic honesty issues and provide guidance, signatures, etc., during any appeals process as needed.

eCore Administration Recourse

The eCore Administration is responsible for ensuring that claims of academic dishonesty are professionally handled, tracked and thoroughly investigated so that the process is fair and clear to students, faculty and external inquirers. Therefore eCore must have a system in place to track, close, and store issues of each case; preferably with use of Remedy action request system. The home institutions of students under investigation must be notified in writing.

The Student Success Manager is the designated contact for faculty reporting student academic dishonesty and will receive the completed Academic Honesty forms as well as correspondence between faculty and students via email.

- One business week after the faculty has submitted his or her decision to the student, the Student Success Manager should

- follow up with the student on the action to be taken.
- If the student has accepted the decision, he or she must indicate by email to the Student Success Manager that they accept and understand the decision by the faculty.
 - If the student has decided to appeal, the student must submit an Academic Honesty Appeal to the eCore Associate Dean by taking the following steps:
 1. Complete the eCore Student Academic Honesty Appeal Form here: http://ecore.usg.edu/students/honesty/academic_appeal.php
 2. Appeal in writing to the Associate Dean of eCore.
 3. If the appeal is not resolved at the eCore Associate Dean's level, the student must inform the eCore Associate Dean, in writing, within one business week that he/she is not satisfied and must then appeal to an ad hoc committee of eCore faculty in writing. The Dean of eCore will appoint the committee which will then consider the written appeal from the eCore Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCore Dean what should be done in the case.
 4. The Dean of eCore will render the final decision taking all relevant factors into consideration.

If the student is found in violation of academic honesty, the eCore Student Success manager will report the violation to the appropriate judicial officer at the student's home institution

The Dean or Associate Dean of eCore will be involved in the escalation of academic honesty issues and provide guidance, signatures, etc., during any appeals process as needed.

Test Proctoring

Every eCore course requires up to two proctored exams or proctored experiences. Most test sites charge a fee for proctoring exams—generally between \$15 - \$30. This fee is payable to the test site at the time of the exam.

eCore Midterm and Final Exams:

The University System of Georgia Board of Regents requires that each eCore course contain at least one proctored experience of significance. Exam forms and information regarding testing procedures can be found at <http://ecore.usg.edu/exams/>.

Exams in eCore classes work differently than exams in traditional, on-campus classes, because they require the student to plan and schedule appointments at a testing center. Students and faculty should read and use the information on this site to ensure that the necessary midterms and final exams are completed successfully.

In order to measure learning outcomes in an objective, verifiable way, instructors will require students to take one or two exams at an authorized testing center, where students will be asked to present a photo ID.

All eCore midterm and final exams are administered online via GeorgiaVIEW Vista 8. Any potential proctored test site must have computers with internet connection and a GeorgiaVIEW Vista supported browser. Students are responsible for scheduling these exams with an approved proctored test site and notifying the eCore Testing Coordinator by filling out the Online Exam Request Form. Students are responsible for looking at the course syllabus during the beginning of the semester well in advance of the midterm and/or final to confirm when exams are scheduled and to then decide where to take the exam. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Failure to take a proctored examination will result in failure for the course, regardless of average of other grades.

eCore instructors will provide proctored exam dates in the online course syllabus by the first day of the semester. Three weeks prior to each exam (15 normal business days), students must submit an Online Exam Request Form to notify the eCore Testing Coordinator where and when the exam appointment is scheduled. If the exam request form is not completed by the student, the eCore Testing Coordinator will be unable to provide the online exam to the proctor at the test site.

Students are responsible for reading the Proctored Examination Instructions and review the list of approved test sites. If a student does not see a test site that is convenient (within 100 miles proximity), he or she should contact the Testing Coordinator (etesting@westga.edu) for additional test sites in the local area. While it is the student's responsibility to contact the test site directly to schedule midterm and/or final exams, the Testing Coordinator can help with this process.

Student Proctored Exam Process

Each semester there are midterm and final exam sign up deadlines established by the Director, Curriculum and Instruction, and Testing Coordinator. These dates are posted on the eCore Academic Calendar (<http://ecore.usg.edu/courses/calendar.php>), in the Getting Started with eCore web pages, (<http://ecore.usg.edu/students/start.php>) and as an announcement in GeorgiaView Vista. Students should do the following to sign up for their proctored midterm and/or final exam by the deadline dates:

1. Contact a test center and make an appointment.
<http://ecore.usg.edu/exams/sites.php>
2. Submit the eCore "Online Exam Request Form" immediately after making the appointment with the testing site.
http://ecore.usg.edu/exams/schedule_exam.php
3. Check with the test proctor the day before the exam to ensure they have the necessary exam information.

Faculty Proctored Exam Process

A proctored exam is one that is overseen by an impartial individual (called a proctor) who monitors or supervises a student while he or she is taking an exam. The proctor ensures the security and integrity of the exam process.

What is the required number of proctored eCore exams?

It is possible to provide both a proctored midterm and a proctored final examination. However, eCore faculty can also choose to offer only a proctored midterm or a proctored final. Faculty cannot require additional proctored exams other than the final and/or midterm.

What procedures should the faculty follow to use proctored exams in their course?

1. Ensure all students are aware of exam requirements.
2. Exam dates must be posted in the course syllabus. Syllabus should clearly state which exams must be proctored, and ensure that this information is available to students no later than the first day of the semester.
3. Include student instructions for Proctored Exam Procedures in course.
4. Submit the Faculty Exam Request Form (<http://ecore.usg.edu/exams/request.php>) for each exam at least fifteen business days prior to the exam window. This date will be posted on the eCore Administrative Services Calendar for the particular semester: <http://ecore.usg.edu/admin>
5. Create exams in Blackboard at least fifteen business days prior to each exam window. For assistance, contact etesting@westga.edu.
6. Send proctor instructions to the eCore Testing Coordinator at least five business days prior to each exam window. Instructions should answer at least the following:

- When is the exam window?
- What is the exam length? Please note, proctors must allow full time for the exam; for instance, if the exam length is two hours, the proctor must stop seating two hours before they close.
- What materials is the student permitted to use (e.g., books, calculators, notes, scratch paper)?

Give special consideration to the scheduling of final exams and/or projects. Current University policy links final exam dates to course delivery days and times. This does not apply to fully online courses since there are no regularly scheduled class meetings.

Course Evaluation

For each eCore course, students are expected to complete and submit a standardized eCore course evaluation online. The link to the eCore Course Evaluation is placed on the course homepage two weeks prior to the course's end date. The feedback will be helpful to the instructor and eCore Administrative Services in providing quality online instruction.

Course evaluation data is gathered and distributed to eCore faculty. Faculty are asked to complete a Course Evaluation Summary Form after reviewing their course evaluation data in order to assist the faculty with future instruction and courses. The evaluation data is also used by eCore to insure that provision is made to improve student services.

Regents' Test

All undergraduate students enrolled in a University System of Georgia institution must take and pass an examination prescribed by the Board of Regents of the University System of Georgia (unless the student is enrolled in an institution that has been granted exemption. See the requirements for the exemption copied from the BOR Academic Affairs Handbook, 2.8.12 below.)

The purposes of the Regents' Test are (1) to provide system-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence in the areas of reading and writing.

For further information, consult your institution's catalogue and the Regents' Testing Program website (<http://www2.gsu.edu/~wwwrtp/>). Every student is strongly advised to contact an advisor at the home institution for more advice on success on the Regents' Test.

2.8.12 Institutional Exemption (May 2010)-Taken from USG Academic Affairs Handbook

http://www.usg.edu/academic_affairs_handbook/section2/handbook/2.8_regents_testing_program/#p2.8.12_institutional_exemption

Institutional exemptions to the Regents Reading and Writing Skills requirement may be granted by the USG Executive Vice Chancellor and Chief Academic Officer under delegated authority of the Chancellor in consultation with the Chair of the Academic Affairs Committee of the Board of Regents. Exemption requests will be reviewed based on institutional evidence of robust and effective student learning assessment and support for under-achieving students.

Exemptions are granted based on institutions' assessment of communications outcomes in Area A1 classes (ENGL 1101 and 1102). Therefore, if a student has passed ENGL 1101 and 1102 at an exempt institution (or has been granted transfer credit for those classes AFTER ENROLLING at an exempt institution), then the student is exempt from Regents' Test requirements at that point, regardless of where he/she may transfer.

Grading

End-of-Term Grade Posting

eCore Faculty are assigned a deadline date for posting their student grades each semester. This date is posted on the eCore Administrative Services Calendar for faculty and staff: <http://ecore.usg.edu/admin/>.

The eCore Director, Curriculum and Instruction, provides instructions to the faculty for submitting grades each semester. The following processes take place after the grades are posted by the faculty each semester (these instructions are based on the INGRESS Registration System-See INGRESS Documentation for more information):

- a. The eCore Student Success Manager verifies that all grades have been submitted by running a report on the INGRESS Registration system.
- b. If all grades have been submitted, the eCore Student Success Manager notifies the Affiliate Registrars that they can run the INGRESS ZSIRGRD job that will load their students' grades from the INGRESS system into the students' campus Banner system.

Grade Appeals

If a student wishes to appeal a grade, that appeal must be made within thirty days after the grade is posted. The student must first complete the eCore Student Grade Appeal Form located on the USG eCore Website, (http://ecore.usg.edu/students/grade_appeal.php) to initiate the process and acknowledge his or her understanding of the grade appeal process.

Once the form is submitted, the student may initiate the first step of the grade appeal process as follows:

The grade appeal process:

1. A student must appeal to the eCore faculty member in writing by composing a short letter or memo to the professor stating the exact nature of the appeal and the reason for asking. The student should explain why the grade he/she received is not in accord with what the student has achieved in the class. The letter should be sent to the professor's email address provided in the syllabus from the semester attended.
2. If the appeal is not resolved at the faculty member's level, the student must inform the professor in writing within thirty days after the grade is posted that he/she is not satisfied, and then appeal in writing explaining why the grade was not what it should have been to USG eCore Associate Dean.
3. If the appeal is not resolved at the eCore Associate Dean's level, the student must inform in writing within one business week the eCore Associate Dean that he/she is not satisfied and must then appeal in writing to an ad hoc committee of eCore faculty. The Dean of eCore will appoint the committee which will then consider the written appeal from the eCore Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCore Dean what should be done in the case.
4. The Dean of eCore will render the final decision taking all relevant factors into consideration.

Grade Change Procedures

An eCore instructor is required to complete an eCore Grade Change Form as the official method of changing a student's grade. The eCore Grade Change Form is located on the USG eCore Website under eCore Faculty/Faculty Resources: <https://www.westga.edu/usgecore/>.

Once the form is submitted by the eCore Faculty, the information automatically writes to a secure database. The eCore Student Success Manager is notified via email when the form has been submitted and a copy is sent to the eCore

Director, Curriculum and Instruction. The Student Success Manager retrieves the grade change information and does the following to ensure that the student's Affiliate Registrars Office processes the grade change accordingly:

1. Send a copy of the grade change to the eCore Registrar contact at the student's home institution and verify that the information has been received via an email confirmation.
2. Update the eCore Administrative Services Student Grade Record to reflect the grade change.

Incomplete Grade Assignment Policy

Board of Regents Policy: “I” – This symbol indicates that a student was doing satisfactory work, but for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course.

Receiving an Incomplete

In order for a student to qualify for an “I,” a student must:

- a. Have completed most of the major assignments of the course (generally all but one); and
- b. Be earning a passing grade in the course (aside from the assignments not completed) in the judgment of the instructor.

When a student has a nonacademic reason for not completing one or more of the assignments for a course, including examinations, and wishes to receive an incomplete for the course, it is the responsibility of the student to inform the instructor in person or in writing of the reason. A grade of incomplete is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing a grade of incomplete are established by the instructor:

1. The instructor is expected to communicate the terms for satisfying the course requirements with the student prior to submitting the Request for Incomplete Form.
2. If the instructor agrees to issue the student an incomplete, the following steps must be taken:
 - a. The instructor should complete the Incomplete Grade Form located on the USG eCore Website under the Faculty Resources section, <http://ecore.usg.edu/faculty/incomplete/>, at the time of submitting final grades during the particular semester. The grade of I will be entered on the grade roster for the student by the

- instructor. The purpose of the form is for the faculty member to notify eCore Administrative Services of his/her intent to issue a grade of incomplete for the particular student.
- b. Upon receipt of the Incomplete Grade Form, the eCore Student Success Manager will send the instructor via email as an attachment an Incomplete Grade Policy and Request Form that will need to be completed, signed and mailed back to eCore Administrative Services (or faxed) by the instructor. (See Appendix A for a copy of the Incomplete Grade Policy and Request Form).
 - c. eCore Student Success Manager will obtain a signature from the student if possible.
 - d. The form will be submitted to the Associate Dean of eCore for signature and a copy containing signatures will be sent to the student and to the instructor.

Removal of an Incomplete

A student receiving a grade of I (Incomplete) is expected to consult with the instructor on remaining work and assessments. The student is then expected to complete all necessary work and assessments before the end of the next academic term. Once the student satisfies the requirements before the end of the following academic term, the instructor will submit the Grade Change Form to eCore Administrative Services changing the ‘I’ to an appropriate grade. The Grade Change Form is located on the USG eCore Website in the Faculty Resources section: <http://ecore.usg.edu/faculty/resources.php>.

The grade change will be processed by the eCore Student Success Manager. The eCore Student Success Manager will send the grade change to the Registrar’s Office at the student’s Affiliate institution and the student’s Banner record will be updated accordingly.

The university system requires that a grade of I be removed not later than the end of the third academic term after the grade of I was assigned (whether or not the student was enrolled during these three terms). The Office of the Registrar will assign a grade of F (or “U”, if an S/U grading) at the end of the third academic term unless the Office of the Registrar receives an approved grade adjustment request from the instructor. Using the grade adjustment form, instructors may or may not change this F/U to an authorized academic grade (i.e., A, B, C, D, S or WF) but may not change it back to an I. Instructors may not change an I to a W unless a Hardship Withdrawal is awarded. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. No student may graduate with an incomplete grade.

Removal of an Incomplete Procedure: refer to Appendix B

Core Curriculum

The eCore curriculum is organized into five areas based on the University System of Georgia Core Curriculum requirements. This list includes only courses available through eCore.

AREA A – Essential Skills: 9 semester-hours credit

Must take:

ENGL 1101 English Composition I (3 semester-hours credit)

ENGL 1102 English Composition II (3 semester-hours credit)

Choose one of the following:

MATH 1101 Mathematical Modeling (3 semester-hours credit)

MATH 1111 College Algebra (3 semester-hours credit)

MATH 1113 Pre-calculus (3 semester-hours credit)

MATH 1501 Calculus I (4 semester-hours credit)

Credit beyond that required for Area A may be used in Area F, the area that stipulates course requirements to prepare students for a specific major. A student should consult the catalog of the home institution.

AREA B – 5 semester- hours credit depending on requirements in AREA D

Must take:

COMM 1100 Human Communication (3 semester-hours credit)

ETEC 1101 Electronic Technology in the Educational Environment (2 semester-hours credit)

AREA C – Humanities/Fine Arts: 6 semester-hours credit

Choose one of the following:

ENGL 2111 World Literature I (3 semester-hours credit)

ENGL 2132 American Literature II (3 semester-hours credit)

Choose one of the following:

SPAN 2001 Intermediate Spanish I (3 semester-hours credit)

SPAN 2002 Intermediate Spanish II (3 semester-hours credit)

AREA D – Science, Mathematics, and Technology: 10 or 11 semester hours credit

D - I: For Non-Math/Science Majors

Choose two courses from the following:

GEOL 1011K Introductory Geosciences I (4 semester-hours credit)

ENVS 2202 (3 semester-hours credit)

OR any science course listed in Area D II below

Choose one of the following:

MATH 1401 Introduction to Statistics (3 semester-hours credit)

OR Additional math course from Area A, except that Mathematical Modeling and College Algebra cannot both be used to meet Area A and D requirements.

OR Additional Science course from lists above or from Area D-II:

D – II: For Math/Science Majors

MATH 1501 Calculus I (See Area A, above)

If Calculus is used in AREA A, choose an additional Science course from D-II list below.

Choose one of the following sequences:

CHEM 1211K Principles of Chemistry (4 semester-hours credit)

CHEM 1212K Principles of Chemistry II (4 semester-hours credit)

PHYS 1211K Principles of Physics I (4 semester-hours credit)

PHYS 1212K Principles of Physics II (4 semester-hours credit - Not offered at this time)

AREA E – Social Sciences: 12 semester-hours credit

Must take:

POLS 1101 American Government (3 semester-hours credit)

HIST 1111 World History I (3 semester-hours credit)

HIST 2111 United States History I (3 semester-hours credit)

Choose one of the following:

PHIL 2010 Introduction to Philosophy (3 semester-hours credit)

PSYC 1101 Introduction to General Psychology (3 semester-hours credit)

SOCI 1101 Introduction to Sociology (3 semester-hours credit)

AREA F – Courses Related to Program of Study: 18 semester-hours credit

Student Support Services

USG eCore and Affiliate Websites

USG eCore Website

USG eCore maintains a website (<http://ecore.usg.edu>) that provides students with information related to student services:

- Getting Started with eCore
- Withdrawal Policies
- How to Get Help
- Library Services
- Tutoring Services
- Disability Services
- Grade Appeals
- Student Complaint Policy
- Academic Dishonesty Policy

The USG eCore website also provides a link to the Student Guide to eCore. The Student Guide explains how the students use the academic services available to them and is divided into four sections covering the following areas:

1. Computer Support
2. Policies and Procedures
3. Instructional Support
4. Academic Services

The Student Guide is also available to the students in the Course Resources folder inside their eCore course.

Affiliate eCore Websites

Affiliates may also create their own website to provide their student's with information on the eCore program. The current Affiliate websites are located at their institution and provides students with admissions and registration information, as well as policies and procedures pertaining to the particular

- institution. The Affiliate eCore websites are located here:
- a. Abraham Baldwin Agricultural College:
[http:// www.abac.edu/ecore/](http://www.abac.edu/ecore/)
 - b. Clayton State University:
<http://ecore.clayton.edu/>
 - c. Dalton State University:
<http://www.daltonstate.edu/ecore/>
 - d. Fort Valley State University:
<http://www.fvsu.edu/ecore>
 - e. Macon State:
<http://www.maconstate.edu/academics/ecore/>
 - f. Southern Polytechnic State University:
<http://www.spsu.edu/ecore/>
 - g. University of West Georgia:
<http://ecore.westga.edu>
 - h. Valdosta State University:
<http://www.valdosta.edu/ecore/>

It is the responsibility of each of the Affiliates to update their websites accordingly.

eCore Advisors

An eCore Advisor is designated at each Affiliate institution. Presently, most advisors are from Distance Education/Online Learning Departments. eCore Advisors are available to guide students through all eCore processes, including admission, registration, drop/add, withdrawal, and etc. eCore Advisors may answer questions such as, “How do I register?”, “How do I appeal my grade?” It is important that advisors be well-versed on eCore procedures, contact people, and curriculum information. eCore advisors play an important role in providing a smooth start for students in eCore courses and remain in contact with eCore students throughout each semester to help ensure their success in the program. eCore Advisors work in collaboration with the USG eCore Student Success Manager to provide information to students throughout the semester and to ensure quality student support services.

Registration and Welcome Letters

Beginning two weeks before eCore classes start each semester and throughout the drop/add period, the eCore Student Success Manager will send all registered eCore students an eCore Registration and Welcome letter. This letter will be sent via the student's home institution email address. The registration and welcome email will include instructions for logging into their course and how to access the GeorgiaView Vista Orientation course that teaches the student's how to navigate inside GeorgiaView Vista and explains policies and procedures related to eCore.

The eCore Registration and Welcome Letter provides a link to a "Getting Started with eCore" web page that is located on the USG eCore website. The Getting Started with eCore web page is step-by-step instructions on how to login, how to get help, how to purchase textbooks, and other valuable course resources.

It is important that all eCore students are made aware of the importance of checking their institution email address as often as possible since this is the way that eCore Administrative Services and eCore Advisors will communicate with their students. It is advisable for the Affiliate eCore Advisors to create a listserv each semester of their institution's students enrolled in an eCore class to serve as a way to communicate with their students.

Targeted Emails

The eCore Student Success Manager will send prepared emails, with small chunks of information to eCore students at key times throughout the semester. These will address need-to-know information such as how to register for the proctored exam(s), as well as "how is it going?" requests, and tips for eCore success.

eCore Advisors may choose to send these emails directly to their students. In this case, the eCore Student Success Manager will provide the Affiliate eCore Advisor with email templates for the Advisor to use to send to their students. It is recommended that each eCore Advisor create a listserv each semester of the students enrolled in a eCore class.

Getting Started with eCore Web page

Each Affiliate institution has their own “Getting Started with eCore” page that has contacts and information pertinent to that Affiliate Institution. This page is updated by the Student Success Manager prior to each semester and confirmed by the eCore Advisors at each institution before classes begin: <http://ecore.usg.edu/students/start.php>

GeorgiaView Vista

eCore uses GeorgiaView Vista as the main course environment. GeorgiaView Vista has a variety of tools that are used to create an online learning environment that closely mirrors a regular classroom environment. The students login to GeorgiaView Vista with the login instructions that are provided to them in their eCore Registration and Welcome Letters.

Username:

Your username will be the same as your campus email username prefix, plus an assigned acronym for your campus.

Password:

Your password will be whatever your Banner Password was at the time you registered for your eCore course.

Online Support Center

If students are experiencing technical problems using GeorgiaView Vista, they will need to visit the Online Support Center (<http://help8.view.usg.edu>). There they will find an extensive Knowledge Base that addresses frequently asked questions and the solutions of common problems. If they are still unable to resolve their problem after consulting the Knowledge Base, they can submit a help ticket which can be found under the ‘Request Support’ tab. Support from the OSC is available, 24 hours a day, 7 days a week, 365 days a year. They can also contact the Online Support Center directly by calling 1-866-588-5293. The student must mention that they are an eCore student.

How Do Students Get Help

Help with Registration, Course Issues or Other Help:

eCore help Line:

M-F, 8:00 AM – 5:00 PM EST

678-839-5300

ecore@westga.edu

Help with Course Login or Technical Issues:

Online Support Center

24 hours a day /7 days a week

<http://help8.view.usg.edu>

1-866-588-5293

Help with Proctored Exam or Testing Issues:

eCore Testing Coordinator

M-F, 8:00 am - 5:00 pm EST

etesting@westga.edu

678-839-5300

Orientations Offered to Students

Students are provided with several orientation opportunities each semester.

1. **eCore Online Orientation (Mandatory)**

Students must take the orientation prior to registering for an eCore course for the first time. The orientation, “What to Expect from Your eCore Class” explains the nature of the online environment, offers tips for success, and provides information about policies and procedures related to eCore.

2. **GeorgiaView Vista Orientation (Optional)**

The GeorgiaView Vista Orientation is made available to all eCore students beginning two weeks prior to when classes start each semester. The orientation teaches the students how to navigate and use the tools inside GeorgiaView Vista prior to the beginning of class.

3. **Live Orientation via Wimba (Optional)**

eCore students are sent several email notifications prior to and during the first week of the semester with information on attending a live online eCore orientation that is delivered through Wimba Live Classroom. The orientation lasts 15 to 30 minutes and includes basic eCore information and tips that will help the students succeed. The orientation is offered several times during the first two weeks of the semester. eCore Advisors are invited to attend the sessions with their students, but it's not required.
4. **Face to Face Orientations (Optional)**

Affiliates may choose to offer face-to-face sessions to their students who are able to come to campus. These sessions should discuss the nature of the online environment, demonstrate how to login to the eCore class, where to purchase textbooks, how to get help, provide tutoring services information not only about Smarthinking, but also the tutoring services that are provided on the Affiliate campus, and answer general questions about eCore.

At-Risk Reporting

Instructors complete weekly at-risk reports on students who have not logged in, are performing poorly, or are considered at-risk. These students are contacted by the eCore Student Success Team members and eCore advisors to offer the student assistance and to help them get back on track with their course.

Inside eCore Web page

- **The Inside eCore web page** (<http://ecore.usg.edu/inside/>) offers a student perspective on eCore by providing eCore Student Success Stories, information on how to access the eCore Student Survival Blog and the USG eCore Student Facebook Group.
- **The eCore Student Survival Blog** was created for students and advisors to share course experiences and offer tips for success.
- **The eCore Student Facebook Pages** are for USG eCore students to come together for social exchange. Students share course experiences and concerns or just chat about eCore. Reminders about deadlines are posted on the group as well as tips for success. Students also post their used eCore textbook information to allow new eCore students an opportunity to purchase books at a discounted price.

Library Resources

eCore students are able to use the library services of any college or university within the University System of Georgia. Each semester students will be provided a password to access GALILEO (<http://www.galileo.usg.edu/>). GALILEO stands for GeorgiA LIBrary LEarning Online. As a world wide web-based virtual library, it provides access to multiple information resources, including secured access to licensed products. Students have access to over 100 databases indexing thousands of periodicals and scholarly journals. Over 2000 journal titles are provided in full-text. Other resources include encyclopedias, business directories, and government publications.

Information regarding how to access GALILEO is posted as an announcement inside GeorgiaView Vista at the beginning of each semester.

Extensive information about Library Services is also provided to the students in the Student Guide to eCore located in the Course Resources folder of all eCore classes and also available online at: (http://ecore.usg.edu/student_guide.pdf). The students are also provided with information on how to access The Online Library Learning Center (<http://www.usg.edu/galileo/skills/>), a tutorial on

libraries and researching. If the students are not familiar with GALILEO or GIL, it would be beneficial for them to quickly browse through this course. In this course, the students will find information on:

- The nature of information, how information about a topic develops and grows, and how understanding this can help you with your research (Unit 1)
- Developing a research question and understanding the research process (Unit 2)
- Identifying the needed research tools for your task (Unit 2, 5, 6, 7)
- The physical library – how it's organized (Unit 3)
- Databases and catalogs – how they work (Unit 4)
- Using GALILEO for locating periodical articles and other materials (Unit 5)
- Using GIL for finding books and other library materials (Unit 7)
- Tips for searching the Internet (Unit 7)
- Copyright, style manuals and citing sources (Unit 8)
- Evaluating sources (Unit 9)
- Information for Distance Education Students (Unit 10)

If students need assistance with Library Services, they may contact the Student Success Manager at 678-839-5300.

Tutoring Services

Smarthinking.com

Smarthinking is an online tutoring service that eCore makes available to its students. Smarthinking provides tutoring for eCore students in Mathematics (basic math through Calculus, including Bilingual Math), Chemistry, Physics, Statistics, Spanish, and Writing. Tutoring is available 24/7.

With Smarthinking Students can:

- Connect with an e-structor and interact with a live tutor.
- Submit your Writing for any class to their Online Writing Lab.
- Submit a Question and receive a reply from a tutor.

Information about Smarthinking is provided inside all eCore courses under the “Course Resources” folder.

Smarthinking Help

Students should review these trouble-shooting tips as a first step toward resolving problems.

- Make sure that your browser is set up to allow cookies and pop-up windows. SMARTHINKING uses both of these.
- Make sure that you have Java installed and Javascript enabled. If you need to install Java, go to <http://www.java.com>, and follow the instructions for the free download.
- Make sure that you have Active X enabled if you are using Internet Explorer as your browser.
- Make sure that you have Flash version 7.0.19+ for Windows or 7.0.24+ for Mac OS X installed. If you need to install Flash, go to <http://www.macromedia.com>, and follow the instructions for the free download.

Still having problems? The SMARTHINKING Technical Support team is available to assist in the following ways:

The Customer Support section of the Smarthinking site can answer any questions about using the service: (<http://www.smarthinking.com/static/customerSupport/>). If the student’s question isn’t answered by the FAQ, the student can call or email SMARTHINKING support:

- Call SMARTHINKING customer support:
(888) 430-7429, ext. 1
Monday - Friday 8:00 AM - 6:00 PM EST.
- Email us at support@SMARTHINKING.com, and someone will respond to you within 48 hours.

Affiliate Tutoring Services

Each eCore Affiliate provides its students with on campus tutoring services and should make these services available for their eCore students as well. Each semester the eCore Student Success Manager will contact the Affiliate eCore Advisors to receive updated information regarding their campus' tutoring services and provide this information to their students.

Student Disability Services

If a student has a disability, or suspects that he/she has a disability and would like to be considered for accommodations, there are several options. Each eCore Affiliate campus has an office of disability services, and the campus eCore Advisor can provide information regarding the office on each home campus.

Learning Disabilities:

Students should contact the disability services coordinator at their home institutions to discuss the documentation and process required for special accommodations. Students will be asked to qualify for special accommodations by providing documentation that they have gone through an evaluation process at an approved University System of Georgia evaluation site.

If the student is unsuccessful in contacting the disability services office at the home/Affiliate campus, the student should contact the Regents Center for Learning Disorders (RCLD) at the University of Georgia at 706-542-4589 and/or send an email to the RCLD (rclld@uga.edu). Please note that email communication is not secure and confidentiality cannot be assured if the student elects to communicate via email.

It is the student's responsibility to make arrangements with the campus disability services office or the RCLD at the beginning of the semester and to let all eCore instructors and the student's local proctored test site know prior to the time the student will need accommodations.

Physical Disabilities:

Students should contact the disability services coordinator at their Affiliate campus to discuss the documentation and process required for special accommodations.

It is the student's responsibility to make arrangements with the campus disability services office and to let all eCore instructors and the student's local proctored test site know prior to the time the student will need accommodations.

eCore Billing Procedures

eCore Administrative Services bills the Affiliate Institution for 80 percent of tuition based on the total institutional eCore enrollment less eCore student withdrawals at midpoint. Invoices are processed 7 to 10 days past the midpoint of the semester to allow each Affiliate Registrar the time to process their student withdrawals and ensure accurate reporting records. Invoices are mailed to the Chief Business Officer or Chief Financial Officer at the Affiliate Institutions.

Becoming an eCore Faculty Member

All faculty must be employed on a full-time or part-time basis by a USG institution. Faculty must have approval of their department heads, deans, and VPAAAs before they may be considered. In addition, the eCore subcommittee members (from each affiliate institution) must approve all instructors prior to their teaching. The subcommittee will also review faculty annually and may preclude the further scheduling of an instructor at any time.

Individuals wishing to be eCore faculty members must first complete and submit the online eCore Faculty Application located at <http://ecore.usg.edu/faculty/apply/> . After submitting the online application, eCore faculty applicants must print out the confirmation page, sign it and get the designated approving signatures to return to eCore Administrative Services. Additionally all potential eCore faculty must read, sign and return the eCore Faculty MOU (Memorandum of Understanding) located at http://ecore.usg.edu/faculty/memo_of_understanding.pdf. All eCore faculty must provide a curriculum vitae or resume along with their transcripts to eCore Administrative Services.

All new eCore faculty must complete a 2-week initial eCore certification course offered prior to the beginning each semester session. Faculty will be responsible for logging in daily for those two weeks. The content of the Certification Program includes faculty expectations and information, student support and retention, GeorgiaView Vista, and online teaching. Activities include discussions, readings, quizzes and one synchronous meeting.

eCore faculty must attend an annual day long eCore Faculty Workshop. The eCore faculty will have the opportunity to meet and greet fellow eCore faculty and the eCore staff at the campus of the University of West Georgia.

Appendix A

Check List for a New eCore Institutional Affiliate

1. Provide eCore Administrative Services with contact information from your institution who will play major roles in eCore (see list below). Some of these roles may be handled by the same person, or there may be a separate person designated for each role. Email the information to the eCore Student Success Manager, Stacey Rowland, srowland@westga.edu.
 - a. eCore Advisor: An eCore Advisor is designated at each Affiliate institution. Presently, most advisors are from distance education/online learning departments. eCore Advisors are available to guide students through all eCore processes, including admission, registration, drop/add, withdrawal, etc. eCore Advisors may answer questions such as, “How do I register?” or “How do I appeal my grade?” It is important that advisors be trained on eCore procedures, tact people, and curriculum information. eCore advisors play an important role in providing a smooth start for students in eCore courses and remain in contact with eCore students throughout each semester to help ensure their success in the program. eCore Advisors work in collaboration with the USG eCore Student Success Manager to provide information to students throughout the semester and to ensure quality student support services.
 - b. eCore Registrar: The designated eCore Registrar will be responsible for processing eCore student withdrawals, administrative drops, grade changes, and will help resolve registration and other issues in collaboration with the eCore Advisor and USG eCore Student Success Manager.

- c. ITS/Banner Representative: The designated ITS/Banner Representative may need to assist in eCore course set-up, installation of Banner jobs (one time only) related to the processing of the eCore Online Orientation, and the processing of jobs required by INGRESS.
2. The designated officials at the affiliate institution (eCore Advisor, Registrar, ITS/Banner Lead, etc.) will need to receive training on how to use the eCore registration system, INGRESS (Intra Georgia Registration Sharing System). Testing documentation will be provided and training will be conducted by eCore Administrative Services and BOR IT staff. INGRESS is a middleware tier that leverages the current functionality of Banner and GeorgiaView Vista (where students login to take their course) to allow institutions to share seats in specified course sections. INGRESS allows campuses to utilize the admissions and registration functions within their own Banner student information systems and maintain as closely as possible, current institutional business practices, including pre-requisite checking, billing and financial aid. eCore Administrative Services personnel will provide training and assistance as your team learns the registration processes. See INGRESS Documentation for further information.
3. eCore Affiliate information is listed on the main USG eCore website, <http://ecore.usg.edu>. eCore Administrative Services will update the USG eCore website to reflect the addition of a new Affiliate. Please provide eCore Administrative Services with the designated email address, logo, and support information for your institution.
4. eCore Affiliates have the option of providing an eCore website at their institution that provides students with admissions and registration information, as well as policies and procedures pertaining to the particular institution. If your institution

will be providing an eCore website, please send eCore Administrative Services the URL to the website so that eCore can post the information on the eCore USG website. It is the responsibility of each of the Affiliates to update their websites accordingly. The Affiliate eCore websites are located here:

- a. Abraham Baldwin Agricultural College:
<http://www.abac.edu/ecore>
 - b. Clayton State University:
<http://ecore.clayton.edu/>
 - c. Dalton State College:
<http://www.daltonstate.edu/ecore/>
 - d. Fort Valley State University:
<http://www.fvsu.edu/ecore>
 - e. Macon State:
<http://www.maconstate.edu/academics/ecore/>
 - f. Southern Polytechnic State University:
<http://ecore.spsu.edu/>
 - g. University of West Georgia:
<http://ecore.westga.edu>
 - h. Valdosta State University:
<http://www.valdosta.edu/ecore/>
5. Receive training (most of this is automated) on how to implement the required eCore Online Orientation that students must take before registering for an eCore class. This orientation has helped increase retention in eCore classes by ensuring that students know what to expect in an eCore course.
 6. Each eCore Advisor meets with the eCore Student Success Manager and the Marketing and Enrollment Coordinator for an overview of advising, recruitment, and retention practices.
 7. Send the eCore Student Success Manager your campus Banner registration dates and fee payment deadline dates for the semester you will be coming aboard as an Affiliate so that the eCore Academic Calendar can be updated.

eCore General Core Curriculum

A1. Communication	eCore Courses
1. Ability to assimilate, analyze, and present in oral and written forms, a body of information (CT)	ENGL 1101 (CT), ENGL 1102
2. Ability to adapt communication to circumstances and audience	ENGL 1101 (CT),
3. Ability to produce communication that is stylistically appropriate and mature	ENGL 1101 (CT), ENGL 1102
4. Ability to communicate in standard English for academic and professional contexts	ENGL 1101 (CT)
5. Ability to compose effective written materials for various academic and professional contexts (CT)	ENGL 1102
6. Ability to interpret content of written materials on related topics from various disciplines	ENGL 1102

A2. Quantitative Skills	Courses
1. Ability to model situations from a variety of settings in generalized mathematical forms	Math 1101, Math 1111, Math 1113, Math 1501
2. Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems	Math 1101, Math 1111, Math 1113, Math 1501
3. Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning	Math 1111, Math 1113, Math 1501
4. Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships	Math 1111, Math 1113, Math 1501
5. Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions	Math 1111, Math 1113, Math 1501

Area B: institutional Options	Courses
1. Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations	ETEC 1101
2. Ability to communicate in various modes and media, including proper use of the appropriate technology	ETEC 1101
. Ability to sustain a consistent purpose and point of view (CT)	Comm 1100
4. Ability to interpret inferences and develop subtleties of symbolic and indirect discourse.	Comm 1100

Area C: Humanities, Fine Arts and Ethics	Courses
1. Ability to recognize the fine, literary, and performing arts as expressions of human experience	ENGL 2111, ENGL 2132
2. Ability to make informed judgments about art forms from various cultures including one's own culture	ENGL 2111
3. Ability to discern the impact and role of artistic and literary achievement in society and one's personal life	ENGL 2111, ENGL 2132
4. Ability to critically analyze one's own culture	PHIL 2010, SPAN 2011, SPAN 2002

Area D: Science, Mathematics, and Technology	Courses
1. Ability to understand basic scientific principles, theories, laws as they apply to all scientific disciplines	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211, ENVS 2202
2. Ability to demonstrate knowledge in at least one area of science; Ability to discern the role in and impact on science on society	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211, ENVS 2202
3. Ability to identify and properly use appropriate technologies for scientific inquiry and communication including collecting and analyzing scientific data	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211
4. Ability to understand the physical universe and science's relationship to it	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211, ENVS 2202
5. Ability to understand the changing nature of science	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211, ENVS 2202
6. Ability to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211

Area D: Science, Mathematics, and Technology	Courses
7. Ability to demonstrate critical observation and analysis	CHEM 1211, CHEM 1212, GEOL 1011, PHYS 1211, ENVS 2202, Area A Math
8. Ability to apply mathematical principles to scientific inquiry, including the use of statistics and formulae to understand quantitative data	CHEM 1211, CHEM 1212, PHYS 1211, ENVS 2202, Area A Math, MATH 1401
9. Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe.	CHEM 1211, CHEM 1212, PHYS 1211, ENVS 2202
10. Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.	CHEM 1211, CHEM 1212, PHYS 1211, ENVS 2202

Area E: Social Sciences	Courses
1. Ability to relate local, national, and global social policy	POLS 1101, (US), HIST 1111, HIST 2111 (GL) (US)
2. Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change	POLS 1101, (US), HIST 1111, HIST 2111 (GL) (US)
3. Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups	POLS 1101 (US), PSYC 1101, SOCI 1101
4. Ability to identify and analyze both contemporary and historical perspectives on contemporary issues	HIST 1111, HIST 2111 (GL) (US), PSYC 1101
5. Ability to relate the contributions of groups and individuals to the history of ideas and belief systems	HIST 2111, SOCI 1101
6. Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture. (GL)	HIST 2111
7. Ability to consider and accommodate opposing points of view	POLS 1101
8. (Taken from Course-Level Objective): Demonstrate a knowledge of the historical background, foundations, origins, content and application of the US Constitution and Bill of Rights (US)	POLS 1101
9. (Taken from Course-Level Objective): Analyze the trials and contributions of the many cultures that make up American society. (US)	HIST 2111

Course Descriptions

CHEM 1211K - PRINCIPLES OF CHEMISTRY I AND LAB

Prerequisites:

- High school chemistry course with laboratory or introductory college chemistry course with laboratory.
- MATH 1111
- Precalculus (MATH 1113) as a prerequisite or co- requisite is highly recommended

First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature.

This course has a laboratory component that requires a lab kit.

NOTE: Please read this entire statement carefully. This course is taught online through eCore. This course will count as area D lab science, but it is generally considered for Science and Engineering majors. It is also for students advancing to pre-professional programs in medicine, dentistry, and pharmacy. Only students from the state of Georgia will be allowed to register. You must attend one mandatory face-to-face meeting for this course. You will have the option to travel either to the University of West Georgia (Carrollton, GA) or Georgia College & State University (Milledgeville, GA) depending on your location.

Laboratory performance will be assessed by the proctored laboratory practical exam. These exams will be administered at the same two regional locations. For the lab portion of the course, students will be required to purchase a lab kit. The instructions for purchasing your kit are in your lab book. You will not be allowed to stay enrolled in the course unless you receive a lab kit. Students will be required to purchase additional laboratory materials (commonly found household items that may be purchased at local retailers for about \$30).

CHEM 1212K - PRINCIPLES OF CHEMISTRY II AND LAB

Prerequisites:

- CHEM 1211K
- MATH 1111
- Precalculus (MATH 1113) as a prerequisite or co- requisite is highly recommended.

Continuation of a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include intermolecular forces, properties of solutions, chemical kinetics, chemical equilibrium, chemical thermodynamics, and electrochemistry. Laboratory exercises supplement the lecture material.

This course has a laboratory component that requires a lab kit.

NOTE: Please read this entire statement carefully. This course is taught online through eCore. This course will count as area D lab science, but it is generally considered for Science and Engineering majors. It is also for students advancing to pre-professional programs in medicine, dentistry, and pharmacy. Only students from the state of Georgia will be allowed to register. You must attend one mandatory face-to-face meeting for this course. You will have the option to travel either to the University of West Georgia (Carrollton, GA) or Georgia College & State University (Milledgeville, GA) depending on your location.

Laboratory performance will be assessed by the proctored laboratory practical exam. These exams will be administered at the same two regional locations. For the lab portion of the course, students will be required to purchase a lab kit. The instructions for purchasing your kit are in your lab book. You will not be allowed to stay enrolled in the course unless you receive a lab kit. If you purchased a kit for eCore CHEM 1211k and still have it, you will not need to purchase a new kit. The CHEM 1211k kit and the CHEM 1212k kit are the same. Students will be required to purchase additional laboratory materials (commonly found household items that may be purchased at local retailers for about \$30).

COMM 1100 - HUMAN COMMUNICATION

Prerequisites: None

A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking.

ENGL 1101 - ENGLISH COMPOSITION I

Prerequisites:

- All ESL students must have exited from all ESL courses
- All remedial students must have completed all reading and writing required remediation.

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis and argumentation, and also including introductory use of a variety of research skills.

ENGL 1102 - ENGLISH COMPOSITION II

Prerequisites:

- C or better in ENGL 1101
- Completed ENGL 1101 within the past five years
- Passed the home institution's computer literacy requirements

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, which emphasizes interpretation and evaluation, and incorporates a variety of more advanced research methods.

ENGL 2111 - WORLD LITERATURE I

Prerequisites: ENGL 1102

A survey of important works of world literature from ancient times through the mid-seventeenth century.

ENGL 2132 - AMERICAN LITERATURE II

Prerequisites: ENGL 1102

A survey of American literature from mid-nineteenth century to the present.

ENVS 2202: ENVIRONMENTAL SCIENCE

Prerequisites: None

This course is an interdisciplinary course integrating principles from biology, chemistry, ecology, geology, and non-science disciplines as related to the interactions of humans and their environment. Issues of local, regional, and global concern will be used to help students explain scientific concepts and analyze practical solutions to complex environmental problems. Emphasis is placed on the study of ecosystems, human population growth, energy, pollution, and other environmental issues and important environmental regulations.

ETEC 1101 - ELECTRONIC TECHNOLOGY IN THE EDUCATIONAL ENVIRONMENT

Prerequisites:

- Beginning level skill in Microsoft Word and Microsoft PowerPoint.
- Exited Learning Support in Reading and English.

This course is an introduction to using personal computers to communicate with individuals and organizations and to access, store, and analyze information. Emphasis is on exploring the role of technology in present and future learning experiences. Topics include the digital divide, virtual communities, telecommuting, job search and readiness, e-commerce, globalization, privacy versus security, and intellectual property in cyberspace. Students will use their practical technology skills to create word-processed documents, an electronic presentation, and a web page.

GEOL 1011K - INTRODUCTORY GEOSCIENCES I AND LAB

Prerequisites: None

This course covers Earth materials and processes. This course has a laboratory component that requires a lab kit. Students must either purchase this kit or obtain it through other means as described in the course.

HIST 1111 - WORLD HISTORY I

Prerequisites: None

A survey of World History to early modern times.

HIST 2111 - UNITED STATES HISTORY I

Prerequisites: None

This course covers the history of the United States from the Age of Discovery through the Civil War. The course focuses on the geographical, intellectual, political, economic, and cultural development of the American People and places U.S. events in the context of world politics. This course satisfies the state legislative requirement concerning United States history and Georgia history.

MATH 1101 - MATHEMATICAL MODELING

Prerequisites: None

This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communications of quantitative concepts and results.

MATH 1111 - COLLEGE ALGEBRA

Prerequisites: None

This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs. This includes linear, quadratic, piece-wise defined, inequalities, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

MATH 1113 - PRE-CALCULUS

Prerequisites: MATH 1101 or MATH 1111

This course is designed to prepare students for calculus, physics, and related technical subjects. Topics include an intensive study of algebraic and transcendental functions accompanied by analytic geometry and trigonometry.

MATH 1401 - INTRODUCTION TO STATISTICS

Prerequisites: MATH 1101, MATH 1111, MATH 1113 or approved equivalent

A course in basic statistics. Topics include descriptive statistics, probability, distributions, hypothesis testing, inferences, correlation, and regression.

MATH 1501 - CALCULUS

Prerequisites: MATH 1113 or equivalent Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications.

PHIL 2010 - INTRODUCTION TO PHILOSOPHY

Prerequisites: None

Introduction to the central issues, questions, and theories of Western Philosophy. Topics covered include logic and critical thinking; religion; knowledge and skepticism; philosophy of mind; freedom and determinism; and ethics. Students are expected to engage in philosophical discussion based on primary and secondary texts.

PHYS 1211K - PRINCIPLES OF PHYSICS I AND LAB

Prerequisites: MATH 1501 or equivalent

An introductory course which will include material from mechanics, thermodynamics and waves. Elementary differential calculus will be used. This course has a laboratory component that requires a lab kit.

POLS 1101 - AMERICAN GOVERNMENT

Prerequisites: None

A study of government and politics, including the philosophical and constitutional foundations, governing institutions, political behavior and major public policy issues. This course satisfies the state legislative requirement concerning the United States Constitution and the Georgia Constitution.

PSYC 1101 - INTRODUCTION TO PSYCHOLOGY

Prerequisites: None

A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, and personality.

SOCI 1101 - INTRODUCTION TO SOCIOLOGY

Prerequisites: None

A survey of the discipline of sociology. Topics will include sociological theory, methods, and selected substantive area.

SPAN 2001 - INTERMEDIATE SPANISH I

Prerequisites: SPAN 1002 or equivalent

A rapid review of grammar with continued use of listening, speaking, and reading and writing skills, all with a cultural emphasis.

SPAN 2002 - INTERMEDIATE SPANISH II

Prerequisites: SPAN 2001 or equivalent

Listening, speaking, and reading and writing skills in an introduction to literature and within a cultural context.

Transfer of Credit from eCore to a University System Traditional Core Curriculum

A student who completes an area of the eCore curriculum without changing majors is guaranteed full transfer credit for that area at other University System of Georgia institutions.

Review of Transfer Courses from Traditional Core Curricula for Application to eCore

Students who have completed some core curriculum credit in traditional formats may transfer this work to eCore. They must be admitted to an eCore Affiliate institution (see admission as a transfer student above) and make it their home institution. They may then transfer the courses they have already taken in traditional formats within or outside the University System of Georgia. The registrar or an academic advisor at the Affiliate institution can advise students regarding how these course credits can be used. The chart below should not be construed as a contract or a complete guide, but it can be useful to students in reviewing possible transfer credit. Students must provide official transcripts of transfer credit to their home institutions registrar who will determine which courses will be accepted. The evaluation of transfer courses from a previous institution for credit in eCore might well be completed before the student ever begins taking eCore classes. The credit, however, will not be given for the transfer course until the student has actually completed the first eCore course.

Georgia Legislative Requirements

Students earning a degree from Georgia public colleges must show competence in the history and constitutional framework for both Georgia and United States. Students who complete History 2111 or 2112 satisfy the history requirement and those who complete POLS1101 satisfy the constitutions requirement.

Transfer Equivalencies for Core Classes Organized by Core Area

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
Area A		
ENGL 1101	Students must earn at least a C to complete both ENGL 1101 and 1102	
ENGL 1102		
MATH 1101	Other lower-division mathematics courses that have 1111 or 1113 as prerequisites	
MATH 1111		
MATH 1113		
Area B		
COMM 1100	COMM 1110 or any communications course that will allow students to develop and deliver oral competencies	

Transfer Equivalencies for Core Classes

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
ETEC 1101		
Area C		
One of the following		
ENGL 2111	ENGL 2120 or any sophomore level survey of literature course	
ENGL 2112	ENGL 2121 or any sophomore level survey of literature course	
ENGL 2131	ENGL 2122 or any sophomore level survey of literature course	
ENGL 2132	ENGL 2130 or any sophomore level survey of literature course	
	ENGL 2110 or any sophomore level survey of literature course	
One of the following		

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
HUMS 1100	Any appreciation or survey course in art, music, dance, or drama or interdisciplinary course in humanities	
ARTS 1100		
MUSC 1100		
PHIL 2010	Any introduction or survey of philosophy	
SPAN 2001	Any language above the introductory level excluding courses in ASL	
SPAN 2002		
FREN 2001		
FREN 2002		
Area D1 (non-science)		
Two of the following		

Transfer Equivalencies for Core Classes

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
BIOL 1011K	Any two-science courses at least one of which must have a lab	Anatomy and physiology courses generally do not meet the learning requirements of Area D
GEOL 1011K		
ENVS 2202		
One of the following		
CSCI 1301	Any lower-division computer science or mathematics course	Not acceptable: applied technology course without adequate analytical and problem solving components
MATH 1401		
Area D2 (Majors)		
CHEM 1211K	Any biology, chemistry, or physics lab sequence for science majors	
CHEM 1212K		
PHYS 1211K		
PHYS 1212K		

Transfer Equivalencies for Core Classes

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
MATH 1501	Calculus I or Statistics for biology	
Area E (four courses)		
POLS 1101	POLS 1101 or any introduction to or survey of political science or government	
Choose one of the following		
HIST 1111	HIST 1110 or a survey of World or Western History	
HIST 1112		
Choose one of the following		
HIST 2111	HIST 2110 or any survey of American History	
HIST 2112	Or any survey of American History	
Choose one of the following		

Transfer Equivalencies for Core Classes

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Not Acceptable for transfer
PSYC 1101	Any introduction to the principles of a social science	Generally excluded here are courses in foreign language, marriage and the family, and criminal justice
SOCL 1101		

Appendix B

eCore Administrative Services

INCOMPLETE GRADE POLICY AND REQUEST FORM

Removal of an Incomplete: A student receiving a grade of I (incomplete) is expected to consult with the instructor on remaining work and assessments. The student is then expected to complete all necessary work and assessments before the end of the next academic term. Once the student satisfies the requirements before the end of the following academic term, the instructor will submit the Grade Change Form to eCore Administrative Services changing the ‘I’ to an appropriate grade. The Grade Change Form is located on the USG eCore Website in the Faculty Resources section: <http://ecore.usg.edu/faculty/resources.php>.

The grade change will be processed by the eCore Student Success Manager. The eCore Student Success Manager will send the grade change to the Registrar’s Office at the student’s Affiliate institution and the student’s Banner record will be updated accordingly.

The university system requires that a grade of I be removed not later than the end of the third academic term after the grade of I was assigned (whether or not the student was enrolled during these three terms). The Office of the Registrar will assign a grade of F (or “U”, if an S/U grading) at the end of the third academic term unless the Office of the Registrar receives an approved grade adjustment request from the instructor. Using the grade adjustment form, instructors may or may not change this F/U to an authorized academic grade (i.e., A, B, C, D, S or WF) but may not change it back to an I. Instructors may not change an I to a W unless a Hardship Withdrawal is awarded. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. No student may graduate with an incomplete grade.

Appendix B

Incomplete Process: This form must be completed by the instructor upon the assignment of an Incomplete grade in a course. The student should sign the form if possible. After signatures are obtained from the instructor and student, the form should be submitted to the Associate Dean of eCore. After signing, the Associate Dean will 1) Send a copy to the student at his or her official mailing address and email address as indicated in the affiliate institution's Registrar records, 2) Retain a copy of the form, and 3) Return a copy of the form to the Instructor.

Student's Name (Last, First MI):		Student ID:
Course subject and number, Section number:		Term/Year taken:
Instructor's name:		Date by which "I" must be removed:
Nonacademic reason for assignment of "I":		
Student action required to complete course requirements: <i>(Note: auditing or retaking the course will not remove an I)</i>		
<i>Student has been notified Via:</i>		Date:
Student Signature:		Date:
Instructor Signature:		Date:
Assoc. Dean Signature:		Date:

Appendix C

Administrative Information

eCore Administrative Services provides information to eCore Affiliate student services personnel on the eCore Administration Website. The website contains approved academic calendars, administrative services calendars for faculty and staff, course information per semester including enrollment after drop/add, enrollment at census, and survey results.

<http://ecore.usg.edu/admin>

eCore Administrative Services Staff

1. Dr. Melanie Clay, eCore Dean, Responsibilities include general direction of the program, student grade appeals, strategic planning and new initiatives, program evaluation, determining number of course sections and seats.

Email: melaniec@westga.edu

Phone: 678-839-0627

2. Jaon Huett, Associate Dean, Responsibilities include student grade appeals, academic honesty appeals, and affiliate relations.

Email: jhuett@westga.edu

Phone: 678-839-6177

3. Ms. Christy Talley Smith, eCore Director, Curriculum & Instruction, Responsibilities include faculty recruitment, training of instructors, monitoring of instructors, instructor communication and recognition, course evaluation (CoursEval), coordination of course revision process, maintaining content of faculty eCore web information.

Email: ctalley@westga.edu

Phone: 678-839-0633

4. Ms. Stacey Rowland, Student Success Manager, Responsibilities include offering and overseeing of student support services for USG eCore students, student registration letters, identification and follow-up of at-risk students, collaboration and assistance to eCore Affiliate Advisors and Registrars.

Email: srowland@westga.edu

Phone: 678-839-0632

5. Mr. Craig Brown, Marketing and Enrollment Manager, Responsibilities include development of advertising, press releases, Web 2.0 initiatives, development of new populations such as joint enrollment. Also oversees copyright compliance in courses.

Email: craigb@westga.edu

Phone: 678-839-5437

6. Mr. Reynard VanTonder, Business Operations Specialist, Coordinates worldwide eCore testing to include communication with students, instructors, test site coordinators, locating test sites, assists with proctoring at UWG sites, testing technical support, sends password emails to proctors, processing instructor exam forms, ensuring that online exams are available and have proper settings; eCore Textbook Coordination.

Email: rvantond@westga.edu
Phone: 678-839-5296

7. Ms. Tanacha Brown, Instructional Designer, Responsibilities include oversight of course quality, making course updates, leading course quality review team, lead technical assistance for instructors and students.

Email: tanachab@westga.edu
Phone: 678-839-5291

8. Mr. Austin Janowski, Business Manager, Conducts budget analysis and process contracts, billing and payments, including instructor compensation, payroll, institution-to-institutions tuition sharing. Oversees joint/dual enrollment and special projects.

Email: austinj@westga.edu
Phone: 678-839-5326

9. Ms. Rachel Merritt, eCore Registration Assistant and Advisor, Responsible for running jobs and processes involved in loading UWG students into the INGRESS registration system and processing jobs that reconcile the campus Banner system with INGRESS ; assist students with registration, answer eCore Helpline, monitor student prerequisites, process UWG student withdrawals, attendance verification, and grades; collaborate with Affiliate registrars.

Email: rmerritt@westga.edu
Phone: 678-839-5324

10. Ms. Robin Stewart, Graphic Designer, Responsibilities include developing marketing and informational materials for eCore, developing graphic design components to enhance online courses, maintaining of the USG eCore website.

Email: rstewart@westga.edu
Phone: 678-839-5293

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