

2014

General Policies &  
Procedures for eCore

Revised 08/15



ecore

*A Collaborative Program of the  
University System of Georgia*

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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 designated academic representative (Provost/VPAA) becomes part of the USG eCore Subcommittee. The eCore Subcommittee consists of the designated academic representative 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
- 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.

## 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 was 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 percent (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. Major modifications impacting existing course outcome must be approved by the eCore Subcommittee and the USG General Education Committee prior to implementation.

## 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 (from USG institutions) on a three-year cycle. 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 an 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 yet been developed. These such courses will be developed by a team of three faculty members from USG 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, it will be sent to General Education Committee for approval. 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); CSCI 1301 (Computer Science) I; ENGL 2112 (World Literature II); ENGL 2131 (American Literature I); HIST 1112 (World History II) and HIST 2112 (US History II).

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

## Transfer Consistency

Consistent with BOR policies (24.9) 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.

Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.

Students must meet the USG-specified minimum number of hours in each Area A–E.

Students successfully completing a course in one institution's Areas A–E will receive full credit in Areas A–E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major.

## **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. A current list of eCore Affiliates can be found at <https://ecore.usg.edu/about/institutions.php>.

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## Admission and Placement

### 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.**

**Traditional Students-** Students seeking to pursue eCore as their core curriculum must meet the admission requirements of one of the Affiliate institutions. Students should consult <https://ecore.usg.edu/prospective/>

**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:

- 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 for the eCore course be sent to his or her home institution.

## Admission Procedures for Affiliates

1. Please see Affiliate Admissions instructions.
2. Students pay the Affiliate institution application fee.
3. Students must meet the admission standards of the institution to which they are applying.
4. Students need to follow Health Service Immunization requirements of the admitting institutions.
5. Students will need to follow institutional admissions standards regarding remediation and learning support scores/policy.
6. Joint/Dual Students are eligible for eCore classes as approved by their admitting institution. Course selection is per the ACCEL program.
7. Affiliate Campuses agree to share test scores (SAT, ACT, Compass, CPE, etc.) for students identified as distance learners.
8. Students who self-identify as distance learners will be coded for fee payment purposes according to the home of record.

## Financial Aid

Students should follow the financial aid guidelines of their affiliate institution.

### Records/Registration

#### **Affiliate Records**

1. Affiliate institutions will enter eCore courses in their Banner schedule of classes and their catalog. Per INGRESS, faculty will be “Staff” except for the eCore Administrative Services.
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. 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 or Registration Assistant 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 document provided to them.
  - a. Affiliates will be trained on the Centralized Seat Management System (INGRESS) used to process eCore student registrations. Board of Regents ITS will provide INGRESS training and documentation. 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 students 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 online Introductory Quiz developed by eCore Administrative Services and provided to the Affiliate campuses for their students to access: ([ecore.usg.edu/prospective/orientation.php](http://ecore.usg.edu/prospective/orientation.php)). Once a student completes the online Introductory Quiz, the student's eCore advisor will receive an email notification and then send the student an email with registration instructions.
  - a. A web page with registration instructions is also built by and for each of the eCore Affiliates, and the students will be directed to this web page after completing the eCore Introductory Quiz and receiving an email from their eCore Advisor ([ecore.usg.edu/reg/](http://ecore.usg.edu/reg/))
3. Students register for eCore courses during designated registration dates each semester. eCore follows the GoView Common Academic Calendar but students will follow the registration dates of their own Affiliate campuses.
  - a. The students will register for eCore through their home institution's Banner system during specified registration dates.  
(See INGRESS documentation.)
  - b. The eCore Senior Enrollment Manager and Director of Curriculum Instruction will monitor the course enrollments on a daily basis throughout the registration period.  
If there is a need to create another course

- section, this will be accommodated. The Student Success Manager will notify affiliates to add a new class 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.
  4. Through an INGRESS process, students who have registered for eCore classes will be loaded into the GoView system (where students access their eCore course) beginning with the designated date each semester and then daily through drop/add. There will be a 24-48 hour time window after registration before a student is enrolled in GoView.
  5. During and after the registration process, Affiliate campuses will process jobs daily (see INGRESS documentation for instructions). eCore Administrative Services will provide training on how to implement the INGRESS registration system.

## Joint/Dual High School and Homeschooled Students

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 as a junior or senior, enrolls in courses for high school and 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.

## Auditing Courses

Students who wish to audit a course may do so by selecting the ‘audit’ option in the registration process. 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

eCore Students must follow the learning support policy of the affiliate institution.

**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: He or she is a transient student and the home institution has given permission. The student is currently enrolled in the last required learning support course and are pre-registering for the next term.

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.

Students who apply to the Affiliate Institution and are required to be enrolled in Learning Support or College Preparatory Curriculum (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 Assistance Program (TAP) 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 during the specified registration date at the student's affiliate institution.

It is the responsibility of the registrar or eCore advisor 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 its 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

## Drop for Non-attendance

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notify their students that they have been dropped, to remove the students from the campus Banner system, and to process the necessary jobs related to the INGRESS system.

Some affiliate institutions drop students for non-payment after the drop/add period is over. Those affiliates must 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 or dropped by their registrar's office for non-attendance depending on the policies at the student's home institution.

#### **Procedures**

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 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 provide 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 the mandatory attendance quiz within the course** by the posted login deadline each semester. Failure to participate by the login deadline will result in the students being reported as non-attending by their professor. If the students are reported as non-attending, the student may be withdrawn or dropped by their registrar's office for non-attendance depending on the policies at the students' home institutions.

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 eCore Help Desk or the USG D2L Help Center.

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 ([ecore.usg.edu/students/withdraw.php](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, ([ecore.usg.edu/courses/calendar.php](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 ([ecore.usg.edu/exams/sites.php](http://ecore.usg.edu/exams/sites.php)).

### **Affiliate Withdrawal Procedures:**

1. Students withdraw by completing the eCore Online Withdrawal form: ([ecore.usg.edu/students/withdraw.php](http://ecore.usg.edu/students/withdraw.php))
2. The Affiliate eCore Registrar will login to the following site to retrieve student withdrawals ([ecore.usg.edu/students/withdraw/get](http://ecore.usg.edu/students/withdraw/get)). It is recommended by eCore Administrative Services that Affiliates login to retrieve student withdrawals every Monday, Wednesday and Friday to ensure that the students' 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 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 GoView.
  - a. This usually takes a minimum of 2-3 business days 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 GoView. 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 Academic Support 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 eCore textbooks in the eCore Welcome letter which they receive via email after registering for an eCore course each semester. Students will also find information for books through the course syllabus (and also listed in the mini-syllabus to access before classes begin) or the eCore textbook listing on the eCore USG Website ([ecore.usg.edu/courses/textbooks.php](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 ([bookstore.mbsdirect.net/ecore.htm](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 may 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 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:

[westga.edu/~honors/Honors\\_Contract\\_Policies\\_Form.pdf](http://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, ([ecore.usg.edu/students/grade\\_appeal.php](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, the 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 ([turnitin.com/static/plagiarism.html](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 another 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 the syllabus and in the Student Guide to eCore found at ([ecore.usg.edu/student\\_guide.pdf](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 ([ecore.usg.edu/faculty/honesty/index.php](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 seven calendar days to respond to the instructor.
  - d. Include the eCoreStudent Success Manager on all correspondence to the student. (Copy Brett Miles, eCore Student Success Manager, within the course email.)
4. Once the response is received or after seven days of no response:
  - a. Notify the student via course email of the judgment (include the eCore Student Success Manager).
  - b. Notify student of his or her right to appeal the decision by using the eCore Student Academic Honesty Appeal Form at ([ecore.usg.edu/students/honesty/academic\\_appeal.php](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 seven 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 ([ecore.usg.edu/students/honesty/academic\\_appeal.php](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 help desk ticketing system. The home institutions of students under investigation must be notified in writing.

The eCore 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 Academic Support 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.

## Test Proctoring

Every eCore course requires one or two proctored exams or proctored experiences. Most test sites charge a fee for proctoring exams—generally between \$10 - \$50. 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 ([ecore.usg.edu/exams/](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 GoView. Any potential proctored test site must have computers with internet connection and a GoView 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 reviewing the list of approved test sites. If a student does not find a test site that is convenient (within 100 miles proximity), he or she should contact the Testing Coordinator ([etesting@westga.edu](mailto:etesting@westga.edu)) for additional test sites in the area. While it is the student's responsibility to contact the test site directly to schedule midterm and/or final exams, the Testing Coordinator may 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 ([ecore.usg.edu/courses/calendar.php](http://ecore.usg.edu/courses/calendar.php)), in the Getting Started with eCore web pages, ([ecore.usg.edu/students/start.php](http://ecore.usg.edu/students/start.php)) and as an announcement in GoView. Students should do the following to sign up for their proctored midterm and/or final exam by the deadline dates:

1. Schedule the proctored exam with the approved testing site. ([ecore.usg.edu/exams/sites.php](http://ecore.usg.edu/exams/sites.php))
2. Report the exam information using the eCore “Exam Request Form” when scheduling the exam with a non-affiliate testing site ([ecore.usg.edu/exams/schedule\\_exam.php](http://ecore.usg.edu/exams/schedule_exam.php)).
3. Check with the test proctor a couple of days before the exam to ensure the necessary exam information has been provided.

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## 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 may 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. Post exam dates in the course syllabus. Syllabus should clearly state which exams must be proctored, and that this information must be 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 ([ecore.usg.edu/exams/request.php](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 ([ecore.usg.edu/admin](http://ecore.usg.edu/admin))
5. Create exams in GoView at least fifteen business days prior to each exam window. For assistance, contact [etesting@westga.edu](mailto: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 are the students permitted to use (e.g., books, calculators, notes, scratch paper)?

Give special consideration to the scheduling of final exams and/or projects.

Current Affiliate 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 in the course offering 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 are 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 are also used by eCore to ensure that provision is made to improve student services.

## Overall Student Course Satisfaction

Each semester, two weeks prior to exams, eCore students are asked to complete an evaluation of the course and instructor. After course evaluations are completed, the individual course section ratings are provided to the eCore faculty member as part of the professional development experience.

The eCore course evaluation survey instrument can be found at: ([ecore.usg.edu/admin/12spring/index.html](http://ecore.usg.edu/admin/12spring/index.html))

For the course evaluation questions that can be quantitatively scored, five-point Likert scale calculations are performed. For FY12 there were 19 Likert scoring questions. The questions covered these categories:

- Instructor Satisfaction
- Course Satisfaction
- Course Usability Satisfaction
- Student Preparedness
- Online Learning Environment

For the Likert calculation process, the highest rating is five and the lowest rating is one.

The responses to select are: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

Faculty have access to results from both closed and open-ended questions in the course evaluation. Student identification and information are not included. Faculty receive course evaluations, instructor evaluations completed by the eCore Dean, and an instructor evaluation survey to help them review and reflect upon their course performance.

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## 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 ([ecore.usg.edu/admin/](http://ecore.usg.edu/admin/)).

The eCore Director of 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 may 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, ([ecore.usg.edu/students/grade\\_appeal.php](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.

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**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 in faculty resource within GoView.

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 of 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” (Incomplete) – 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.

#### **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 ([ecore.usg.edu/faculty/incomplete/](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. The instructor assigning an “I” to a student is responsible for communicating with the student regarding work to be completed as well as ensuring the grade change is submitted by the end of the following semester.

### **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 in Go View in the Faculty Resources section.

The eCore Registration Assistant 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

#### USG eCore Website

USG eCore maintains a website ([ecore.usg.edu](https://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 each eCore course.

Affiliate eCore website links can be found at <https://ecore.usg.edu/about/institutions.php>

### 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, 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 remaining 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 Academic Support 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 Academic Support Manager will send all registered eCore students an eCore Welcome Letter. This letter will be sent via the student’s home institution email address. The welcome email will include instructions for logging into their course and how to access the eCore Connection, a self paced student tutorial which teaches the students how to navigate inside GoVIEW and explains policies and procedures related to eCore.

The eCore 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 contains step-by-step instructions on how to log in, 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 listserve each semester of their institution’s students enrolled in an eCore class as a way to communicate with their students.

### **Targeted Emails**

The eCore Student Success Manager will send prepared email, 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.

### **Getting Started with eCore Web page**

Each affiliate institution has its own “Getting Started with eCore” page that has contacts and information pertinent to that Affiliate Institution. This page is updated by the Student Academic Support Manager prior to each semester and confirmed by the eCore Advisors at each institution before classes begin ([ecore.usg.edu/students/start.php](http://ecore.usg.edu/students/start.php))

### **GoVIEW**

eCore uses GoVIEW (Powered by Desire2Learn) as the learning management system. GoVIEW contains a variety of tools that are used to create an online learning environment that closely mirrors a regular classroom environment. The students log in to GoView with the login instructions that are provided to them in their eCore Welcome Letter.

#### **Username:**

Student username will be the same as the campus email username prefix, plus an underscore and assigned acronym for the campus.

#### **Password:**

Student password will be whatever the Banner Password was at the time of registration for the eCore course.

### **USG Help Center**

If students are experiencing technical problems using GoVIEW, they will need to visit the Online Support Center -OSC ([D2Lhelp.view.usg.edu](http://D2Lhelp.view.usg.edu)). There they will find an extensive Knowledge Base that addresses frequently asked questions and the solutions to 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 D2L Help Center directly by calling 1-855-772-0423. The students must mention that they are an eCore students.

### **Help With Course Login and/or Registration or Course Support:**

For login issues or assistance between 8:00 AM - 5:00 PM EST

## Student Support Services

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Contact the eCore Helpdesk

ecore@westga.edu

678-839-5300 or Toll Free 1-855-93ECORE

### **For After Hours Technical Support, Contact the USG D2L Help Center**

24 hours a day/7 days a week

(<https://D2Lhelp.view.usg.edu>)

TOLL FREE 1-855-772-0423

### **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 or 1-855-93ECORE (1-855-933-2673)

### **Orientations Offered to Students**

Students are provided with several orientation opportunities each semester.

1. **eCore Introduction Quiz (Mandatory)**

Students must take the introduction quiz prior to registering for an eCore course for the first time. The introduction quiz, “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. **eCore Connection - Self-Paced Student Tutorial (Optional but Highly Recommended)**

The student tutorial is made available to all eCore students beginning two weeks prior to the start of classes each semester. The tutorial course teaches the students how to navigate and use the tools inside GoView prior to the beginning of class.

### **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

students assistance and to help them get back on track with their course.

### **Social Media**

- **The eCore Student Facebook Page** is for USG eCore students to come together for social exchange. Students share course experiences and concerns or just chat about eCore. Reminders about deadlines, as well as tips for success, are posted to the group. 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, eCore students will have access to GALILEO ([galileo.usg.edu/](http://galileo.usg.edu/)) from a link within their course. 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 GoView 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: ([ecore.usg.edu/student\\_guide.pdf](http://ecore.usg.edu/student_guide.pdf)).

The students are also provided with information on how to access The Online Library Learning Center ([usg.edu/galileo/skills/](http://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 eCore help desk 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 Writing for any class to an Online Writing Lab.
- Submit a Question and receive a reply from a tutor.

Smarthinking is located on the navigation bar in each GoView course.

### **Smarthinking Help**

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

- Make sure that the browser is set up to allow cookies and pop-up windows. Smarthinking uses both of these.
- Make sure that Java is installed and Javascript enabled. To install Java, go to ([java.com](http://java.com)), and follow the instructions for the free download.
- Enable Active X if using Internet Explorer as the browser.
- Insure that Flash version 7.0.19+ for Windows or 7.0.24+ for Mac OS X is installed. To install Flash, go to ([macromedia.com](http://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: ([smarthinking.com/static/customerSupport/](http://smarthinking.com/static/customerSupport/)). If the student's question isn't answered by the FAQ, the student may call or email Smarthinking support:

- Call Smarthinking customer support:  
(888) 430-7429  
Monday - Friday 8:00 AM - 6:00 PM EST.
- Email us at [support@SMARTHINKING.com](mailto:support@SMARTHINKING.com), and someone will respond 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 Academic Support Manager will contact the Affiliate

eCore Advisors to receive updated information regarding their campus' tutoring services and will 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 the 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 eCore Student Success Manager. 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 \$127 per credit hour based on total institutional eCore enrollment after add/drop. Invoices are processed 2-3 weeks after add/drop ends to provide time for each Affiliate Registrar the time to process their student records and ensure accurate reporting. 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 VPAs before they may be considered. In addition, the provost from each affiliate institution must approve all instructors prior to their teaching. The eCore 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 ([ecore.usg.edu/faculty/apply/](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 ([ecore.usg.edu/faculty/memo\\_of\\_understanding.pdf](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 of 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, success and retention, GoView, 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 on USG campus. An alternate webinar meeting is provided for faculty with serious conflicts.

## Check List for a New eCore Institutional Affiliate

1. The eCore affiliate will provide eCore Administrative Services with contact information for a representative from the 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 Assistant Director for Collaborative Programs and Student Success Manager/ Academic Services.

- 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 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 Academic Support 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 Academic Support 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 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 GoView (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 prerequisite checking, billing and financial aid. eCore Administrative Services personnel will provide training and assistance as the team learns the registration processes. See INGRESS Documentation for further information.
  3. eCore affiliate information will be listed on the main USG eCore website ([ecore.usg.edu](http://ecore.usg.edu)). eCore Administrative Services will update the USG eCore website to reflect the addition of a new Affiliate. The affiliate will provide eCore Administrative Services with the designated email address, logo, and support information for the institution.
  4. eCore affiliates must provide 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. It is the responsibility of each of the Affiliates to update their websites accordingly. The Affiliate eCore websites are located here:<https://ecore.usg.edu/about/institutions.php>

5. The eCore affiliate will receive training (most of this is automated) on how to implement the required eCore Introductory Quiz 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 will meet with the eCore Student Success Manager and the Enrollment Manager for an overview of advising, recruitment, and retention practices.
7. The eCore affiliate will send the eCore Student Success Manager/Academic Services your campus Banner registration dates and fee payment deadline dates for the semester you will be coming aboard as an Affiliate.

**eCore General Core Curriculum: Student Learning Outcomes**

<b>A1. Communication</b>	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

<b>A2. Quantitative Skills</b>	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

<b>Area B: institutional Options</b>	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
3. 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

<b>Area C: Humanities, Fine Arts and Ethics</b>	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

<b>Area D: Science, Mathematics, and Technology</b>	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

<b>Area D: Science, Mathematics, and Technology</b>	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

<b>Area D: Science, Mathematics, and Technology</b>	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

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

## 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. You must take two face-to-face proctored exams (midterm and final) at an approved eCore testing site. These exams will be administered as common proctored tests for eCore. Also, students enrolling in eCore lab science courses are advised to consult with transferring institution to determine transferability of course credits.

Laboratory performance will be assessed throughout the term via synchronous and asynchronous video sessions, recorded video sessions, and quizzes. Students will be required to purchase a lab kit. Information on purchasing your kit can be found here: <https://ecore.usg.edu/courses/textbooks.php>. Students will be required to purchase additional laboratory materials (commonly found household items that may be purchased at local retailers).

### 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. You must take two face-to-face proctored exams (midterm and final) at an approved eCore testing site. These exams will be administered as common proctored tests for eCore. Also, students enrolling in eCore lab science courses are advised to consult with transferring institution to determine transferability of course credits.

Laboratory performance will be assessed throughout the term via synchronous and asynchronous video sessions, recorded video sessions, and quizzes. Students will be required to purchase a lab kit. Information on purchasing your kit can be found here: <https://ecore.usg.edu/courses/textbooks.php>. Students will be required to purchase additional laboratory materials (commonly found household items that may be purchased at local retailers).

## 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: None

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 discussions based on readings.

## PHYS 1211K - PRINCIPLES OF PHYSICS I AND LAB

Prerequisites: MATH 1501 with a grade of C or better

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. Also, students enrolling in eCore lab science courses are advised to consult with transferring institution to determine transferability of course credits.

## 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 areas.

### 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 Information

Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.

Students must meet the USG-specified minimum number of hours in each Area A-E.

Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another USG institution as long as the following conditions are met:

- The course is within the Area hours limitation of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a non-science major to a science major (University Systems of Georgia 2.4.9 Transfer Policy)

## 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 should consult with their home institution to determine what meets this requirement.

## Appendix A

### 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 in the “Garden of eCore” in the Faculty Resources section.

The eCore Student Academic Support 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), however eCore requires a grade of “I” to be removed no later than the end of the semester following the academic term the “I” was granted. 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.” 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

### 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. ([ecore.usg.edu/admin](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](mailto:melaniec@westga.edu)

Phone: 678-839-0627

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

Email: [jhuett@westga.edu](mailto:jhuett@westga.edu)

Phone: 678-839-6177

3. Ms. Dawn Senfeld, Assistant to the Dean, Responsibilities include assisting the Dean of USG eCore with projects and all daily tasks, including managing calendar, arranging internal meetings and interdepartmental meetings, communicating with other departments on campus and USG personnel on behalf of Dean as needed, department problem solving, project management as assigned, completes all purchasing for eCore and functions as building manager.

Dawn also serves as Online Journal of Distance Education Administration Managing Editor and facilitates annual Distance Learning Administration Conference as Conference Manager.

Email: [dsenfeld@westga.edu](mailto:dsenfeld@westga.edu)

Phone: 678-839-5489

4. Ms. Rebecca Smith, Assistant Director of Newnan Campus and eCore Support, Responsibilities include involvement with the eCore student success team which tracks at risk students, and assisting with the State Authorization Project.

Email: [rsmith@westga.edu](mailto:rsmith@westga.edu)

Phone: 770-254-7345

5. 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](mailto:ctalley@westga.edu)

Phone: 678-839-063

6. Ms. Karen Lingrell, Assistant Director of Collaborative Programs, Responsibilities include planning and directing the team in transitioning new affiliates, developing and maintaining relationships and communications with institutional stakeholders, assisting in expansion of unique collaborative partnerships including Complete College Georgia initiatives, intra-state initiatives and high school dual-enrollment.

Email: [klingrel@westga.edu](mailto:klingrel@westga.edu)

Phone: 678-839-5278

7. Ms. Brett Miles, Student Success Manager/ Academic Services, 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: [bmiles@westga.edu](mailto:bmiles@westga.edu)  
Phone: 678-839-0632
  
8. Ms. Julili Fowler, eCore Senior Manager for Student Engagement and Assessment, Responsibilities include development and implementation of the eCore student engagement strategy, including the at-risk process and efforts, and development and implementation of the data assessment strategy, including monitoring student and faculty performance, demographics, enrollment patterns, grade comparisons and other data related to USG eCore.

Email: [jfowler@westga.edu](mailto:jfowler@westga.edu)  
Phone: 678-839-5200
  
9. Ms. Jessica Blakemore, Associate Director of Marketing, for Collaborative Programs, Responsibilities include development and market research for current and future advertising and public relations. Coordinates with internal and external departments for marketing directives around the state and nation.

Email: [jblakemo@westga.edu](mailto:jblakemo@westga.edu)  
Phone: 678-839-5398

10. Mr. Randy Blackmon, Sr. Enrollment Manager, Responsibilities include directing and evaluating all efforts of enrollment services, development of new populations such as joint enrollment, veterans, adult learners, traditional students, and other populations. Also, conducts site and informational visits to high schools, military groups, on-campus events, orientations (across institutions), and appropriate classes to recruit prospective students.

Email: [rblackmo@westga.edu](mailto:rblackmo@westga.edu)

Phone: 678-839-4898

11. 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](mailto:rvantond@westga.edu)

Phone: 678-839-5296

12. Mr. Robert Coswell, Business Operation Specialist, Resonsible for managing online core curriculum for eCore and ensuring efficiency, integrity, and proper accounting of all fees, analyzing testing-related financial information to develop efficient use of resources and procedures, providing strategic recommendations. Robert also assists with accounting of revenue for appropriate, growth-oriented expenditures and financial analysis.

Email: [rcarswell@westga.edu](mailto:rcarswell@westga.edu)

Phone:

13. Ms.Pam Dixon, Instructional Designer, Responsibilities include develop online courses, provide training & support to faculty for GoView Learning Management System, revise current eCore courses, compile and analyze data for eCore Fact book, and present training webinars via Blackboard Collaborate.  
Email: pdixon@westga.edu  
Phone: 678-839-5645
14. Mr. Michael Harris, Instructional Designer, Responsibilities include providing faculty support & training for GoVIEW, revising current eCore courses, developing new eCore courses, assist in training and certification of new eCore faculty, loading course content prior to each semester.  
Email: mharris@westga.edu  
Phone: 678-839-5291
15. Ms. Ashleigh Yearty, eCore Instructional Designer, Responsibilities include LMS training support for faculty, managing curriculum and quality course content, collaborating with teams of subject matter experts to revise current courses and develop new courses, hosting and managing quarterly online training sessions for potential eCore faculty, and attending potential affiliate institutions--as needed--to represent the eCore Curriculum and Instruction team.  
Email: ayearty@westga.edu  
Phone: 678-839-5266

16. Ms. Lorin Heaton, eCore Instructional Designer, Responsibilities include acting as Secondary Administrator for D2L GoVIEW Learning Management System, providing instructional technology support and training to faculty via live webinars in BlackBoard Collaborate, facilitating in virtual eCore Faculty Certification course and Mentorship Program, and providing general technical support to students as needed. Additionally, overseeing and coordinating major course revision and development projects, implementing Open Educational Resources (OER) and conducting periodic course reviews.

Email: [lheaton@westga.edu](mailto:lheaton@westga.edu)

Phone: 678-839-5310

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

Email: [austinj@westga.edu](mailto:austinj@westga.edu)

Phone: 678-839-5326

18. Ms. Nicolle Coleman, eCore Advisor and Registration Specialist, Responsible for managing jobs and processes involved in loading UWG students into the INGRESS registration system and processing jobs that reconcile the campus Banner system with INGRESS; assisting students with registration, managing eCore Helpline, monitoring student prerequisites, processing UWG student withdrawals, attendance verification, and grades; collaborating with Affiliate registrars.

Email: [ncoleman@westga.edu](mailto:ncoleman@westga.edu)

Phone: 678-839-5292

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19. Ms. Julie Stone, Graphic Designer, Responsibilities include developing marketing and informational materials for eCore, developing graphic design components to enhance online courses.

Email: [jstone@westga.edu](mailto:jstone@westga.edu)

Phone: 678-839-5293

20. Ms. Bobbi Powell, Web Developer, Coordinates with eCore team members to keep the website updated, create easy to navigate information for students and faculty, maintain databases and forms to make it easier for reports and tracking students. Aid in web based marketing for eCore and solution finding for streamlining processes and data collecting.

Email: [bobbip@westga.edu](mailto:bobbip@westga.edu)

Phone: 678-839-4788

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## Relevant Websites

usg.edu/users/prospective\_students  
ecore.usg.edu/about/institutions.php  
ecore.usg.edu/reg/  
ecore.usg.edu/courses/calendar.php  
ecore.usg.edu/exams/sites.php  
bookstore.mbsdirect.net/ecore.htm  
ecore.usg.edu/student\_guide.pdf  
ecore.usg.edu/faculty/honesty/index.php  
ecore.usg.edu/students/honesty/academic\_appeal.php  
ecore.usg.edu/exams/  
ecore.usg.edu/courses/calendar.php  
ecore.usg.edu/students/start.php  
ecore.usg.edu/exams/sites.php  
ecore.usg.edu/exams/schedule\_exam.php  
ecore.usg.edu/exams/request.php  
ecore.usg.edu/admin  
www2.gsu.edu/~wwwrtp/  
ecore.usg.edu/admin/  
ecore.usg.edu/students/grade\_appeal.php  
westga.edu/usgecore/  
ecore.usg.edu/faculty/incomplete/  
ecore.usg.edu/faculty/resources.php  
ecore.usg.edu  
ecore.usg.edu/students/start.php  
D2Lhelp.view.usg.edu  
ecore.usg.edu/inside/  
galileo.usg.edu/  
ecore.usg.edu/student\_guide.pdf  
usg.edu/galileo/skills/  
smarthinking.com/static/customerSupport/  
ecore.usg.edu/faculty/apply/  
ecore.usg.edu/faculty/memo\_of\_understanding.pdf  
ecore.usg.edu