

2011

General Policies and Procedures for eCore



eCore

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General Policies and Procedures for eCore®

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 Affiliates

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

Student Participation

Students may participate in eCore in two ways:

- 1) As a regular student of an Affiliate institution

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

- 2) As a transient student to an Affiliate institution

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

Admission and Placement

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

Non-Traditional Students - Students who have been out of school at the last 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 however 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 unless:

- a. They are a transient student and their home institution has given permission.
- b. They are currently enrolled in the last required learning support course and are pre-registering for the next term.
- c. Beginning Fall 2008, the eCore Sub-Committee allowed for a two-year pilot period allowing a student to take an eCore class while taking a learning support course, so long as the discipline of the two do not overlap. The policy states: a student who is enrolled in a learning support class may be allowed to take an eCore course so long as the subject or discipline of the eCore

course does not overlap the learning support class. 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 an 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 a transient student must file an application for transient status with one of the Affiliate institutions. Once the course is completed, the student may request a transcript containing the eCore course be sent to their home institution.

Admission Procedures for Affiliates

1. All students must apply to the Affiliate institution using the online or paper application at one of the Affiliate institutions.
2. Students will pay the Affiliate institution application fee.
3. Students must meet the admission standards of the institution to which they are applying.
4. Campuses should add the eCore logo to their online and paper applications.
5. Campuses should add statements to both the online and paper applications asking the prospective student to identify if he/she plans to enroll in distance learning classes only. Students who check "yes" will be flagged for identification purposes.
6. Students who self-identify as being an online learner may be exempt from immunization, based on the policies of the affiliate institution.

7. Students who apply to the Affiliate institution and are required to be enrolled in Learning Support or CPC deficiency courses are not eligible to enroll in courses offered through eCore unless:
 - a. They are a transient student and their home institution has given permission.
 - b. They are currently enrolled in the last required learning support course and are pre-registering for the next term.
 - c. Beginning Fall 2008, the eCore Sub-Committee allowed for a two-year pilot period allowing a student to take an eCore class while taking a learning support course, so long as the discipline of the two do not overlap. The policy states: a student who is enrolled in a learning support class may be allowed to take an eCore course so long as the subject or discipline of the eCore course does not overlap the learning support class. 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.
8. Joint/Dual Enrolled Students are eligible to enroll in eCore courses if:
 - a. The student has written permission from their high school counselor, or;
 - b. The student is enrolled in a special campus program that would allow enrollment in eCore courses such as the Advanced Academy of Georgia program offered through University of West Georgia.
9. Affiliate Campuses agree to share test scores (SAT, ACT, Compass, CPE, etc.) for students identified as distance learners.
10. Students who self-identify as a distance learner will be coded for fee payment purposes according to their home of record.

Financial Aid

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

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

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

Core Curriculum

The eCore curriculum is organized into five areas based on the University System of Georgia Core Curriculum requirements. The courses and requirements in areas A through E of the Core curriculum are listed below. 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:

PHIL 1001 Introduction to Philosophy (3 semester-hours credit)
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)
ISCI 1121 Integrated Science I (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:

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

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

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

CHEM 1212K - PRINCIPLES OF CHEMISTRY II AND LAB

Prerequisites:

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

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

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

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

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

COMM 1100 - HUMAN COMMUNICATION

Prerequisites: None

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

ENGL 1101 - ENGLISH COMPOSITION I

Prerequisites:

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

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

ENGL 1102 - ENGLISH COMPOSITION II

Prerequisites:

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

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, which emphasizes interpretation and evaluation, and that 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.

ETEC 1101 - ELECTRONIC TECHNOLOGY IN THE EDUCATIONAL ENVIRONMENT

Prerequisites:

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

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

GEOL 1011K - INTRODUCTORY GEOSCIENCES I AND LAB

Prerequisites: None

This course covers Earth materials and processes.

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

HIST 1111 - WORLD HISTORY I

Prerequisites: None

A survey of World History to early modern times.

HIST 2111 - UNITED STATES HISTORY I

Prerequisites: None

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

ISCI 1121 - INTEGRATED 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.

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 1001 - INTRODUCTION TO PHILOSOPHY

Prerequisites: None

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

PHYS 1211K - PRINCIPLES OF PHYSICS I AND LAB

Prerequisites: MATH 1501 or equivalent

An introductory course which will include material from mechanics, thermodynamics and waves. Elementary differential calculus will be used.

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

POLS 1101 - AMERICAN GOVERNMENT

Prerequisites: None

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

PSYC 1101 - INTRODUCTION TO PSYCHOLOGY

Prerequisites: None

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

SOCI 1101 - INTRODUCTION TO SOCIOLOGY

Prerequisites: None

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

SPAN 2001 - INTERMEDIATE SPANISH I

Prerequisites: SPAN 1002 or equivalent

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

SPAN 2002 - INTERMEDIATE SPANISH II

Prerequisites: SPAN 2001 or equivalent

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

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

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

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

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

The evaluation of transfer courses from a previous institution for credit in eCore might well be completed before the student ever begins taking eCore classes. The credit, however, will not be given for the transfer course until the student has actually completed the first eCore course.

Transfer Equivalencies for Core Classes Organized by Core Area

Classes in the eCore	Other USG Core classes with similar prefix and number	Generally Acceptable for Transfer from USG and non-USG institution	Generally Not Acceptable for transfer
Area A			

ENGL 1101	Students must earn at least a C to complete both ENGL 1101 and 1102		
ENGL 1102			
MATH 1101	Other lower- division mathematics courses that have 1111 or 1113 as prerequisites		
MATH 1111			
MATH 1113			
AREA B			
COMM 1100	COMM 1110	Any communications course that will allow students to develop and deliver oral competencies	
ETEC 1101			
Area C			
One of the following			
ENGL 2111	ENGL 2120	Any sophomore level survey of literature of course	
ENGL 2112	ENGL 2121		
ENGL 2131	ENGL 2122		
ENGL 2132	ENGL 2130		
	ENGL 2110		
One of the following			
HUMS 1100	Any appreciation or survey course in art, music, dance, or drama or interdisciplinary course in humanities		
ARTS 1100			
MUSC 1100			
PHIL 1001	Any introduction or survey of philosophy		
SPAN 2001	Any language above the introductory level excluding courses in ASL		
SPAN 2002			
FREN 2001			
FREN 2002			
Area D1 (non-science)			
Two of the			

following			
BIOL 1011K	Any two- science courses at least one of which must have a lab		Anatomy and physiology courses generally do not meet the learning requirements of Area D
GEOL 1011K			
ISCI 1121			
One of the following			
CSCI 1301	Any lower-division computer science or mathematics course		Not acceptable: applied technology course without adequate analytical and problem solving components
MATH 1401			
Area D2 (Majors)			
CHEM 1211K	Any biology, chemistry, or physics lab sequence for science majors		
CHEM 1212K			
PHYS 1211K			
PHYS 1212K			
MATH 1501		Calculus I or Statistics for biology	
Area E (four courses)			
POLS 1101	POLS 1101	Any introduction to or survey of political science or government	
Choose one of the following			
HIST 1111	HIST 1110	A survey of World or Western history	
HIST 1112			
Choose one of the following			
HIST 2111	HIST 2110	Any survey of	

HIST 2112		American history	
Choose one of the following			
PSYC 1101 SOC 1101	An introduction to the principles of a social science		Generally excluded here are courses in foreign language, marriage and the family, and criminal justice

Georgia Legislative Requirements

Students earning a degree from Georgia public colleges must show competence in the history and constitutional framework for both Georgia and United States. Students who complete History 2111 or 2112 satisfy the history requirement and those who complete POLS 1101 satisfy the constitutions requirement.

Class Participation and Withdrawal

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

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

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

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

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

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

Textbooks and Resources

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

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

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

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

- **By Internet:** Textbooks/materials may be purchased from the Virtual Bookstore (<http://bookstore.mbsdirect.net/ecore.htm>); payment must be made by credit card.
- **By Phone:** (800/325-3252) during the hours listed below.
 - Monday-Thursday 8 a.m.-10 p.m. CDT/CST
 - Friday 8 a.m.-7 p.m. CDT/CST
 - Saturday 9 a.m.-6 p.m. CDT/CST
 - Sunday 1 p.m.-5 p.m. CDT/CST
- **By Fax:** (800/499/0143)
- **By Mail:** (check, money order, or credit card)
MBS Direct
PO Box 597
Columbia MO 65205

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

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

Catalog Edition for Curricular Requirements

Students must meet the requirements stated in a single University System Core Catalog for one of the years that the student was 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 if they choose to do this, they must meet all of the requirements of the later catalog. The requirements of more than one catalog cannot be combined.

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

Honors Credit

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

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

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

Academic Appeals

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

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

The grade appeal process:

1. 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.

Academic Honesty

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

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

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

Definitions and Examples

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

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

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

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

- **Plagiarism**

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

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of

the paragraphs, sentences, or even a few phrases written or spoken by someone else.

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

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

- **Cheating on Examinations**

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

- **Unauthorized Collaboration**

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

- **Falsification**

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

Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

- **Multiple Submissions**

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

- **Evidence and Burden of Proof**

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

Procedures for Resolving Matters of Academic Dishonesty

Faculty Recourse

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

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

Student Recourse

If the student is contacted by his/her instructor regarding academic dishonesty it is important that the student provide all information requested so that a thorough investigation can take place. Their grade and/or academic

record may be affected if academic dishonesty is confirmed. All academic dishonesty cases will be reported to the judicial officer of the student's home institution. Students have a right to an appeals process if they feel any grade or decision is unfair. After the initial discovery of academic dishonesty by the instructor the student will be afforded the following:

1. Student is made aware by instructor regarding concern of academic dishonesty.
 - a. Student is provided with possible consequences of the offense.
 - b. Student is provided with the opportunity to discuss or explain the circumstances in writing.
2. Student responds to the concern(s) from #1 above within 7 calendar days. Response is sent to the instructor via the mail tool inside the course.
3. Student receives decision from the instructor.
4. Student accepts or appeals the instructor's decision within 1 business week.
5. If the student decides to appeal the instructor's decision, the student must submit an Academic Honesty Appeal to the eCore Associate Dean by taking the following steps:
 - a. Complete the Student Academic Honesty Appeal Form located at http://ecore.usg.edu/students/honesty/academic_appeal.php.
 - b. Appeal in writing to the Associate Dean of eCore.
 - c. If the appeal is not resolved at the eCore Associate Dean's level, the student must inform the eCore Associate Dean, in writing, within one business week that he/she is not satisfied and must then appeal to an ad hoc committee of eCore faculty in writing. The Dean of eCore will appoint the committee which will then consider the written appeal from the eCore Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCore Dean what should be done in the case.
 - d. The Dean of eCore will render the final decision taking all relevant factors into consideration.

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

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

eCore Administration Recourse

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

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

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

recommend to the USG eCore Dean what should be done in the case.

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

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

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

Auditing Courses

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

Registration without Tuition

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

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

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

Joint/Dual Enrollment

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

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

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

Course Evaluation

For each eCore course, students are expected to complete and submit a standardized eCore course evaluation online. The link to the eCore Course Evaluation is placed on the course homepage two weeks prior to the course's

end date. The feedback will be helpful to the instructor and eCore Administrative Services in providing quality online instruction.

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

Regents' Test

All undergraduate students enrolled in a University of Georgia institution must take and pass an examination prescribed by the Board of Regents of the University System of Georgia. The purposes of the Regents' Test are (1) to provide system-wide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain minimum levels of competence in the areas of reading and writing.

For further information, consult your institution's catalogue and the Regents' Testing Program website (<http://www2.gsu.edu/%7Ewwwrtp/index94.htm>). Every student is strongly advised to contact an advisor at the home institution for more advice on success on the Regents' Test.

Learning Support Policy

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

- a. They are a transient student and their home institution has given permission.
- b. They are currently enrolled in the last required learning support course and are pre-registering for the next term.
- c. Beginning Fall 2008, the eCore Sub-Committee allowed for a two-year pilot period allowing a student to take an eCore class while taking a learning support course, so long as the discipline of the two do not overlap. The policy states: a student who is enrolled in a learning support class may be allowed to take an eCore course so long as the subject or discipline of the eCore course does not overlap the learning

support class. 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.

Grade Posting Procedures

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

The eCore Director, Curriculum and Instruction, provides instructions to the faculty for submitting grades each semester. The following processes take place after the grades are posted by the faculty each semester:

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

Change of Grade Procedures

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

Once the form is submitted by the eCore Faculty, the information automatically writes to a secure database. The eCore Student Success Manager is notified via email when the form has been submitted and a copy is sent to the eCore Director, Curriculum and Instruction. The Student Success Manager retrieves the grade change information and does the following to ensure that the student's Affiliate Registrars Office processes the grade change accordingly:

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

Incomplete Grade Assignment Policy and Procedures

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

Receiving an Incomplete

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

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

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

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

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

Removal of an Incomplete

1. 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.
2. Once the student satisfies the incomplete requirements before the end of the following academic term, the instructor will submit the Grade Change Form changing the "I" to an appropriate grade. The Grade Change Form is located on the USG eCore Website in the Faculty Resources section: <http://ecore.usg.edu/faculty/resources.php>.
3. The grade change will be processed by the eCore Student Success Manager. The eCore Student Success Manager will send the grade change to the Registrar's Office at the student's Affiliate institution and the student's banner record will be updated accordingly.

The university system requires that a grade of I be removed no 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.

Test Proctoring Procedures

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

eCore Midterm and Final Exams:

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

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

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

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

eCore instructors will provide proctored exam dates in the online course syllabus by the first day of the semester. Three weeks prior to each exam

(15 normal business days), students must submit an Online Exam Request Form to notify the eCore Testing Coordinator where and when the exam appointment is scheduled. If the exam request form is not completed by the student, the eCore Testing Coordinator will be unable to provide the online exam to the proctor at the test site.

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

Student Proctored Exam Procedures

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

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

Faculty Proctored Exam Procedures

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

What is the required number of proctored eCore exams?

It is possible to provide both a proctored midterm and a proctored final examination. However, eCore faculty can also choose to offer only a

proctored midterm or a proctored final. Faculty cannot require additional proctored exams other than the final and/or midterm.

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

1. Ensure all students are aware of exam requirements.
2. Exam dates must be posted in the course syllabus. Syllabus should clearly state which exams must be proctored, and ensure that this information is available to students no later than the first day of the semester.
3. Include student instructions for Proctored Exam Procedures in course.
4. Submit the Faculty Exam Request Form (<http://ecore.usg.edu/exams/request.php>) for each exam at least fifteen business days prior to the exam window. This date will be posted on the eCore Administrative Services Calendar for the particular semester:
<http://ecore.usg.edu/admin>
5. Create exams in Blackboard at least fifteen business days prior to each exam window. For assistance, contact etesting@westga.edu.
6. Send proctor instructions to the eCore Testing Coordinator at least five business days prior to each exam window. Instructions should answer at least the following:
 - When is the exam window?
 - What is the exam length? Please note, proctors must allow full time for the exam; for instance, if the exam length is two hours, the proctor must stop seating two hours before they close.
 - What materials is the student permitted to use (e.g., books, calculators, notes, scratch paper)?

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

eCore Billing Procedures

eCore Administrative Services bills the Affiliate Institution for 80 percent of tuition based on the total institutional eCore enrollment less eCore student withdrawals at midpoint. The Affiliate retains 20 percent. Invoices are processed 7 to 10 days past the midpoint of the semester to allow each Affiliate Registrar the time to process their student withdrawals and ensure accurate reporting records. Invoices are mailed to the Chief Business Officer or Chief Financial Officer at the Affiliate Institutions.

The Affiliate retains 20 percent of the tuition. The remaining 80 percent is used for eCore Administrative Services costs including personnel, marketing, software, and the payments to faculty-providing institutions.

Becoming an eCore Faculty Member

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

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

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

Appendix A

eCore Administrative Services INCOMPLETE GRADE POLICY AND REQUEST FORM

Receiving an Incomplete: The notation of I (Incomplete) may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements of a course. In order 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.

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

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

The university system requires that a grade of I be removed not later than the end of the third academic term after the grade of I was assigned (whether or not the student was enrolled during these three terms). The Office of the Registrar will assign a grade of F (or "U", if an S/U grading) at

the end of the third academic term unless the Office of the Registrar receives an approved grade adjustment request from the instructor. Using the grade adjustment form, instructors may or may not change this F/U to an authorized academic grade (i.e., A, B, C, D, S or WF) but may not change it back to an I. Instructors may not change an I to a W unless a Hardship Withdrawal is awarded. Students need not be enrolled to complete assignments for a course in which a grade of I has been assigned. Auditing or retaking the same course will not remove a grade of I. No student may graduate with an incomplete grade.

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

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