

USG eCore  
General Policies & Procedures  
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## Overview

eCore is a collaborative program of the University System of Georgia (USG) established to provide accessible higher education within Georgia. eCore offers students the opportunity to complete undergraduate courses commonly required in Core Areas A-E completely online through public colleges and universities within the USG.

eCore is supported by the University System of Georgia's eCampus.

### eCore RAC (Regents Advisory Committee)

Once an institution becomes an eCore affiliate, its designated academic representative (Provost/VPAA) becomes part of the eCore RAC. The eCore RAC consists of the designated academic representative from each affiliate institution, the Dean of USG eCampus, a representative from the USG System Office, and a representative from the USG Council on General Education. Each member serves as the formal representative of his or her respective institution. Among the responsibilities of the eCore RAC are:

- To provide academic oversight and review of eCore.
- To advise on and provide approval for academic policies.
- To provide institutional review and approval of 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 Administrative Information

USG eCampus provides information to eCore affiliate student services personnel on the eCore Admin Website (<https://ecore.usg.edu/admin/>). 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. A list of current USG eCampus staff members is also available online at <https://ecampus.usg.edu/about/meet-the-staff/>.

## 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 in annual eCore Factbook) to those of the institutions.
3. Written observations or suggestions should be provided to the Dean of USG eCampus. These will be compiled and reviewed by the eCore RAC 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 RAC and the USG Council on General Education 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 RAC. 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 Equivalency Tables for each affiliate institution, as well as Learning Outcomes by institution are available on the eCore Admin site at <https://ecore.usg.edu/admin>.

## Course Additions

The array of courses to be offered through eCore was approved by the Council on General Education in 1999-2000. Five of the approved courses have not undergone development, including:

- CSCI 1301: Computer Science I
- FREN 2001 - Intermediate French I
- FREN 2002 - Intermediate French II
- HIST 2112 - US History II
- HUMS 1100: Integrated Humanities

The eCore course development process requires three subject matter experts (SME), one instructional designer, and a fourth SME for final review. SMEs are selected based on subject-matter RAC chairperson's suggestions or suggestions from affiliate institutions. This team initially develops the learning objectives, a topical outline, and a syllabus for the course. These documents are provided to the eCore RAC, subject-area RAC, and representatives of each affiliate institution for feedback and areas of improvement. The final version of the course must be approved by the eCore RAC, subject-matter RAC, each affiliate institution, and the USG Council on General Education. Once the final version is approved, the course is entered into Banner and can be offered to students.

All future course developments will need approval from the eCore RAC, subject-area RAC, the Council on General Education, and all affiliate institutions (with documented feedback).

## Transfer Consistency

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution or through eCore, the USG's designated online core curriculum, are fully transferable to another USG institution. All core curriculum requirements must be completed as part of the Associate of Arts, Associate of Science, Bachelor of Arts, and Bachelor of Science degree programs.

Further information regarding USG Transfer Consistency can be found in the Board of Regents Policy Manual: [Policy 3.3.1.](#)

Students earning a degree from Georgia public colleges must show competence in the history and constitutional framework for both Georgia and the United States. Students should consult with their home institution to determine what meets this requirement.

## Student Privacy and FERPA

Family Educational Rights and Privacy Act (FERPA) is a federal statute, 20 U.S.C. § 1232g; 34 CFR Part 99, that protects the privacy of student academic records. Notification of student's rights regarding to FERPA and release of their student academic records is available in the affiliate institutions' Undergraduate Catalogs. eCampus Administrative Services complies with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) for all aspects of students' records/interactions and requires its team members to complete training on support protocols such as student confidentiality, including FERPA and HIPAA regulations. In addition to this training, student workers are required to sign an eCore Student Worker Employment Confidentiality Agreement [14] and a Worker Statement of Understanding of the Family Educational Rights and Privacy Act prior to beginning work [15]. A signed copy of the document is maintained in each worker's personnel file. Each support team member, who is employed to work with at-risk students, must complete additional training related to student privacy and FERPA regulations. Desire 2 Learn (D2L) is used as the eCampus course learning management system and is hosted on a secure (https) server by the USG Information Technology Services. D2L allows for the secure transmission of course material and content between instructor and student. Students directly login to D2L with a unique username and password, and all account credentials and access are protected in accordance with USG IT security guidelines and using the industry-standard SSL encryption protocol. eCore requires a proctored experience for every course for academic integrity and additional identity verification.

## eCore Affiliates

In September of 2014, the University System of Georgia Board of Regents issued a resolution supporting an expansion that made eCore's online general education offerings available to students at all USG comprehensive universities, state universities, and state colleges. The University System's four research universities (University of Georgia, Georgia Institute of Technology, Augusta University, and Georgia State University) and Georgia College and State University were excluded from this resolution.

### **Affiliate Institution**

Affiliate institutions commit to full participation and support of eCore as a consortial relationship and obtain faculty endorsement through governance processes. Institutional Service Level Agreements are signed. Students at affiliate institutions can register for and attend eCore courses through their institutional Banner system without any transfer or transient admission requirements.

### **Non-Affiliate eCore Institution**

Comprehensive universities, state universities, and state colleges within the USG who choose not to become an eCore affiliate are known as non-affiliate eCore Institutions.

Students at non-affiliate eCore institutions will be able to register for and attend eCore courses through their institutional Banner system per a 2014 Board of Regents Resolution. Students at non-affiliate eCore institutions will enroll in eCore classes on a transient status through the

University of West Georgia. The credit(s) earned through eCore courses taken through a non-affiliate institution will be designated as transfer credit on the student's transcript.

A current list of affiliate and non-affiliate eCore institutions can be found at <https://ecore.usg.edu/about/institutions.php>.

## Academic Policies

### Admission and Placement

#### Home Institution

All students in the University System of Georgia are required to have a primary relationship with one institution that is considered their home institution. The home institution, to which the student has been admitted, maintains their transcripts, monitors their progress toward degrees, and processes any financial aid for which they are eligible.

#### Student Participation

Students may participate in eCore in three ways:

1. As an enrolled student at an eCore affiliate institution.
2. As an enrolled student at a USG non-affiliate eCore institution.
3. As a transient student to an eCore affiliate institution.

Students who are enrolled at 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 an advisor at their home institution. 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.

Students at USG research universities (University of Georgia, Georgia Institute of Technology, Augusta University, and Georgia State University) or Georgia College and State University who wish to enroll in an eCore class should apply for transient status through a USG eCore affiliate institution.

A current list of affiliate and non-affiliate eCore institutions can be found at <https://ecore.usg.edu/about/institutions.php>.

## Admission Procedures for USG Institutions

Students must be enrolled at an eCore affiliate or non-affiliate institution or visiting as a transient student in order to take eCore classes. Visit the admissions page of the eCore affiliate and non-affiliate institutions for specific admission requirements and procedures and to begin the application process.

For questions about enrolling in eCore at a chosen institution, students may contact their campus eCore liaison or the eCore Enrollment Manager at 1.855.93eCore (1.855.933.2673).

**Traditional Students**—Students seeking to enroll in an eCore course must meet the admission requirements of one of the affiliate institutions. Students should consult <https://ecore.usg.edu/about/institutions.php> for admissions information at eCore affiliate institutions.

**Non-Traditional Students**—Students who have been out of school at least five years may apply to an institution as a non-traditional student. They will follow the procedures of the particular institution, including admissions and learning support. Students who are placed in Learning Support courses will be required to exit from Learning Support courses at the USG institution before becoming eligible to enroll in eCore courses. See the [eCore Learning Support Policy](#) for exceptions.

**Transfer Students**—Students who have earned at least thirty (30) semester credit hours may apply as a transfer student. See institution specific information regarding how to apply as a transfer student.

**Transient Students**—Students who are enrolled at a USG research institution or at an out-of-state institution and wish to take eCore courses as a transient student should file an application for transient status with a USG eCore affiliate institution. Once the course is completed, the student may request a transcript for the eCore course be sent to his or her home institution.

\*Note: students enrolled at eCore non-affiliate institutions are not required to submit an application for transient status for eCore classes since this will occur automatically during registration.

## Financial Aid

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



## Records/Registration

### Institutional Records

1. Institutions will enter eCore courses in their Banner schedule of classes and catalog. Per INGRESS, faculty will be listed as "Staff."
2. Institutions will be responsible for verifying that prerequisites are satisfied for students enrolling in eCore courses.
3. Students who are transient to an affiliate institution will be required to follow the campus policies regarding enrollment in courses, paying fees, and providing a transcript to their home institution.
4. USG eCampus will annually request demographic and grade comparison data from USG Research and Policy Analysis. This data will be used for assessment of the eCore program, course quality, and student success.

### Registration Procedures

1. USG eCampus provides the eCore term course schedule to institutions prior to the start of registration for the term. Institutions build the eCore courses into their campus Banner system exactly as the information is listed in the electronic document provided.
  - a. All institutions are trained on the Centralized Seat Management System (INGRESS) used to process eCore student registrations by the Board of Regents ITS. Training includes providing documentation, which includes step-by-step instructions on how to set up the courses in the campus Banner system and how to process the Banner/ INGRESS jobs related to student registration activity. Students will register in their on-campus Banner system, and jobs will be processed through INGRESS that will allow for centralized seat management.
2. Before a student is allowed to register for an eCore class, he or she must first take the eCore New Student Introduction Quiz (<https://ecore.usg.edu/future-students/new-student-introduction-quiz/index.php>). Once a student completes the Introduction Quiz, the eCore Liaison at the student's home institution will receive an email notification and then send the student an email with registration instructions.
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 campuses.
  - a. The students will register for eCore through their home institution's Banner system during specified registration dates.
  - b. Course enrollments will be monitored on a daily basis throughout the registration period. If there is a need to create another course section, this will be accommodated and course information will be sent to institutions as needed.
  - c. Occasionally, USG eCampus must move students from one section of a class to another section for enrollment balancing purposes. Institutions 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. Students who have registered for eCore classes will gain access to the course on the first day of class. There may be a 24-48 hour time window after registration before a student gains access to their course.
5. During and after the registration process, institutions will run processes daily to ensure Banner information is synonymous with GoVIEW. (See INGRESS documentation for instructions).

## Dual Enrollment

Students participating in dual enrollment take college courses to simultaneously satisfy their high school graduation requirements while earning college credit. Students must meet individual postsecondary dual enrollment admission requirements in order to participate. Dual enrolled students may qualify to participate in the Move On When Ready Program, a non-need based grant that funds tuition and books. Information on this program is available at [GAfutures.org](http://GAfutures.org).

USG eCampus does not provide numerical grades for dual enrolled students in eCore courses.

## Auditing Courses

Students who wish to audit a course may do so by selecting the 'audit' option in the registration process at their home institution. 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. Students should consult with their institutional Registrar's Office regarding this option.

## Learning Support Policy

Students who are placed in Learning Support courses will be required to exit from Learning Support courses at their USG home institution before becoming eligible to enroll in eCore courses with certain exceptions:

1. The student is a transient student and the home institution has given permission.
2. The student is currently enrolled in the last required Learning Support course and is pre-registering for the next term.
3. The student is enrolled in a Learning Support class but is taking an eCore course in a different subject and discipline than 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 be eligible to 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 must 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 home institution.

These students must be reported to USG eCampus each term in order for these students to be removed from the billing statement that is processed at the identified USG eCampus census each semester.

## Drop/Add

eCore students drop/add eCore courses during the published eCore drop/add dates each semester. Students will drop/add their courses in their campus Banner system.

## Drop for Non-payment

Each institution has specific payment deadlines each semester. If an institution drops students for non-payment, it is the responsibility of the institution to 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.

## Class Participation and Withdrawal

All courses shall provide activity within the first week to determine student presence. While requirements for class participation vary widely amongst 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 log in and participate in the course by completing the Mandatory Attendance Quiz and introductory discussion posting within the course by the posted login deadline each semester. Failure to participate by the login deadline may result in the students being reported as non-attending by their professor.

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 USG eCampus Helpdesk 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 (<https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>). 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 (<https://ecore.usg.edu/about/academic-calendar/>), to attain a status of “W.” Withdrawals after the midpoint will result in a status of “WF.”

Affiliate and Non-Affiliate Withdrawal Procedures:

1. Students withdraw by completing the eCore online withdrawal request located in the eCore Student Portal: <https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>.
2. The designated individual at each institution will access the following site to retrieve student withdrawals ([ecore.usg.edu/students/withdraw/get](https://ecore.usg.edu/students/withdraw/get)). A username/password will be provided by USG eCampus. This should be completed at least twice per week to ensure that student withdrawals are processed in a timely manner.
3. The designated individual at each institution will enter a W or WF accordingly in the student’s Banner record along with the date of submission.

## Drop for Non-attendance

If a student is reported as non-attending by their instructor, the student will be withdrawn or dropped by their Registrar’s Office.

Procedures:

1. Faculty report students as non-attending by the published attendance verification due date each semester.
2. Students who are reported as non-attending will be notified via campus email by USG eCampus.
3. Institutions will be notified by USG eCampus when attendance is ready to be processed.
4. The institutional Registrar’s Office will withdraw or drop for non-attending based on their campus procedures. Institutions may choose to utilize an automated Banner/INGRESS process to drop their students, or they may choose to remove their students manually. Please see INGRESS documentation for instructions.

## Course Materials

With the exception of Lab Science courses, eCore utilizes Open Education Resources (OER). Information on accessing these free resources is available within the courses. Information on required materials for Lab Science courses can be found on the course syllabi, in the eCore welcome email, and on the eCore website at <https://ecore.usg.edu/current-students/textbooks>.

## Honors Credit

A student may be able to convert an eCore course for Honors credit, but doing so requires additional steps to be completed in advance of the semester. 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 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 physically or by email agreement.

## Academic Appeals

If a student wishes to appeal a grade, that appeal must be made within thirty (30) days after the grade is posted. The student must first complete the eCore Student Grade Appeal Form (<https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>) 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 advisors, 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.

The list is merely illustrative for the kinds of infractions that may occur and is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occur. 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.)

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.

- **Unauthorized Distribution of Copyrighted Material**

Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY eCore course material, including sharing information about eCore courses with websites or any other third party, is expressly prohibited.

### **Evidence and Burden of Proof**

In determining whether or not an academic honesty violation has occurred, guilt must be proven by a preponderance of the evidence, meaning that if the evidence that a violation has occurred produces a stronger impression and is more convincing compared to opposing evidence, an academic honesty violation 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 an academic honesty violation has occurred. Electronic means may be used to monitor student work for 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 an academic honesty violation, faculty should take the following measures:

1. Review the current Academic Honesty Policy in the syllabus and on the eCore website.
2. Address the issue with the student using the GoVIEW email tool.
  - 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 (7) calendar days to respond to the instructor.
3. Once the response is received, the faculty member should determine if a consequence will be applied.
4. If no consequence will be applied, inform the student, and no further steps are necessary.
5. If a consequence should be applied or after seven (7) calendar days of no response, complete the following:
  - a. Notify the student via course email of the judgment.
  - b. Notify student of his or her right to appeal the decision by using the eCore student Academic Honesty Violation Appeal Form at (<https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>). The student must appeal within (7) calendar days.
  - c. If a consequence is imposed and the student accepts the instructor's decision or if the appeal is denied, the instructor should complete the **Academic Honesty Violation Form** in the Faculty Portal - SEADS.  
<https://seads.ecampus.usg.edu/Account/Login.aspx>

### Student Recourse

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

1. Student is made aware by instructor regarding concern of an academic honesty violation.
  - 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 step one within seven (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 seven (7) calendar days.
5. If the student decides to appeal the instructor's decision, the student must submit an Academic Honesty Appeal to the USG eCampus Assistant/Associate Dean by taking the following steps:
  - a. Complete the student Academic Honesty Violation Appeal Form located at (<https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>).
  - b. Appeal in writing to the Assistant/Associate Dean of USG eCampus.
  - c. If the appeal is not resolved at the USG eCampus Assistant/Associate Dean's level, the student must inform the USG eCampus Assistant/Associate Dean, in writing, within seven (7) calendar days that he/ she is not satisfied.
  - d. The student must then appeal in writing to an ad hoc committee of eCore faculty. The Dean of USG eCampus will appoint the committee, which will then consider the written appeal from the USG eCampus Assistant/Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCampus Dean what should be done in the case.
  - e. The Dean of USG eCampus will render a decision taking all relevant factors into consideration.

Per BOR Policy 4.7.1, final judgment on all appeals rests with the student's home institution. If the student wishes to continue his/her appeal beyond the decision of the USG eCampus Dean, the student must appeal directly to the university **Provost** at his/her home institution, following local procedure, within seven (7) calendar days of being notified of the USG eCampus Dean's decision.

Academic honesty violations must be reported to the student's home institution if a consequence is imposed.

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

## **USG eCampus Recourse**

USG eCampus is responsible for ensuring that claims of academic honesty violations are professionally handled, tracked, and thoroughly investigated so that the process is fair and clear to students, faculty, and external inquirers. The USG eCampus Director of Administrative and Student Services is the designated contact for faculty reporting student academic honesty violations and will receive the completed Academic Honesty Violation forms as well as correspondence between faculty and students via email.

## **Test Proctoring**

The University System of Georgia Board of Regents requires that each eCore course contain at least one proctored experience of significance. Every eCore course requires one or two proctored exams or experiences, and this is the midterm and/or final exam. A proctored experience is an exam in which the student is observed by an approved, impartial individual (the proctor). The exam will be password protected, and only the proctor will have and input the password. Test proctors can be from partner institution testing centers, other USG and TCSG institution testing centers, high school counselors for dual students, military educational resources, online proctors, and other individual proctors who are qualified to proctor eCore exams. The test proctors partner with USG eCampus to provide this service to students, with each proctor having local control over proctoring costs, how payment is collected, dates, times, and local policies.

### **Proctoring Costs:**

Proctoring costs are set by the test proctor or testing center and can range from \$15 to \$50 generally, with an average of \$25 per exam. Proctors may require payment at the time of registration, as is typically the case, or on the day of the exam. Few proctors accept cash. Students can review test proctor policies under the “Proctor Detail” section in SmarterProctoring before registering for the exam.

### **eCore Midterm and Final Exam Administration:**

Proctored exams in eCore classes work differently than exams in traditional on-campus classes because they require the student to plan, schedule, and pay for any and all appointments with a test proctor. Students and faculty should read and use the information on the eCore website to ensure that the necessary midterms and final exams are completed successfully. Information regarding testing procedures can be found on the eCore website: <https://ecore.usg.edu/current-students/proctored-exams-information>.

In order to measure learning outcomes in an objective, verifiable way, instructors will require students to take the proctored exams at an authorized testing center, where students will be asked to present a government-issued photo ID (driver’s license, college student identification, passport, military ID, etc.).

All eCore midterm and final exams are administered online via GoVIEW. Any potential proctored test site must have computers with internet connection, a minimum of 1 Mbps, and a GoVIEW supported browser (Chrome or Firefox is preferred). Students are responsible for scheduling their

exams in accordance with the testing window, and there is a prescribed register-by date. Students are responsible for looking at the course syllabus during the beginning of the semester, well in advance of the midterm and the final, to confirm when exams are scheduled and to then decide when and 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 at least one proctored examination will result in failure for the course regardless of the average of other grades.

If any issues arise for the instructor, student, or test proctor, the USG eCampus Testing Coordinator should be contacted to facilitate success.

### **Student Proctored Exam Procedures**

Each semester, there are midterm and final exam prescribed register-by dates, which are listed on the eCore Academic Calendar.

Students are responsible for registering for their exams. For the best proctoring experience, it is recommended that students use the following order of preference when selecting a test proctor:

1. The student's home institution testing center or another eCore partner institution testing center.
2. Special situations, such as military and dual high school students, may have a proctor available related to their facility.
3. Testing is available at other higher education institutions in Georgia, such as the technical colleges.
4. Online proctoring is available if the student is trying to test in the off-hours or weekends.
5. If none of the preferences can be met, the student can contact [eTesting@westga.edu](mailto:eTesting@westga.edu) for assistance in finding a proctor.

Test proctors who are not currently approved with eCore can become approved to proctor eCore exams by submitting an application, and the lead time is typically four (4) to five (5) business days. Instructions on how to apply are listed on the eCore website <https://ecore.usg.edu>. Students can also inform potential test proctors about the application to administer eCore proctored exams by referring them to this website.

Students are responsible for confirming the status of their scheduled appointment.

### **Faculty Proctored Exam Procedures**

eCore instructors will provide proctored exam information to the student via the online course syllabus, and this needs to be established by Week 1, Day 1 of the class. Faculty can schedule for a proctored midterm, proctored final, or both. Faculty cannot require additional proctored exams other than the midterm and/or final exams.

Faculty should follow these procedures to establish proctored exams in their courses:

1. Ensure all students are aware of proctored exam requirements.
2. Post exam dates in the course syllabus.
3. Identify the proctored exam information to the student and eCore Testing:
  - Exam type (midterm and/or final)
  - Duration (45 to 120 minutes)
  - Approved materials
4. Create exams in GoVIEW by Week 2, Day 1. For assistance, contact [efaculty@westga.edu](mailto:efaculty@westga.edu).

## Course and Faculty Evaluation

For each eCore course, students are asked to submit an online evaluation. The link to the eCore Course Evaluation is placed in the course offering two weeks prior to the final exam. The feedback is helpful to the instructor and USG eCampus in providing quality online instruction.

Course evaluation data and faculty evaluation data is gathered and distributed to eCore faculty. Faculty are asked to complete an Instruction Evaluation Summary Form after reviewing their course and instructor evaluation data in order to assist the faculty in improving future instruction and courses. The faculty evaluation components include student feedback on timeliness and effectiveness along with data on course completion, successful course completion percentages, and instructor behaviors. 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 USG eCampus Dean or Assistant Dean, and an instruction evaluation survey to help them reflect and improve upon their course performance.

The eCore course evaluation survey instrument can be found at:  
[https://westga.co1.qualtrics.com/SE/?SID=SV\\_2gyjYNh3dKx2am9](https://westga.co1.qualtrics.com/SE/?SID=SV_2gyjYNh3dKx2am9)

## Grading

### End-of-Term Grade Posting

eCore Faculty are assigned a deadline for posting their student grades each semester. This date is posted on the eCore Faculty Academic Calendar(<https://ecore.usg.edu/faculty-and-staff/academic-calendar/>).

The USG eCampus 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:

1. USG eCampus verifies that all grades have been submitted.
2. When all grades have been submitted, USG eCampus notifies institutions that they may run the INGRESS process, which will load their students' grades from the INGRESS system into the student's campus Banner system.

### Grade Appeals

If a student wishes to appeal a grade, that appeal must be made within thirty (30) calendar days after the grade is posted. The student must first complete the eCore Student Grade Appeal Form (<https://ecore.usg.edu/current-students/withdrawals-appeals-complaints>) 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 (30) 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 eCampus Associate/Assistant Dean.
3. If the appeal is not resolved at the USG eCampus Associate/Assistant Dean's level, the student must inform the Dean in writing within seven calendar days that he/she is not satisfied and must then appeal in writing to an ad hoc committee of eCore faculty. The Dean of USG eCampus will appoint the committee, which will then consider the written appeal from the Assistant/Associate Dean's decision via conference call or through an electronic medium. After careful deliberation and consideration, the committee will recommend to the USG eCampus Dean what should be done in the case.
4. The Dean of USG eCampus will render the final decision taking all relevant factors into consideration.

Per BOR Policy 4.7.1, final judgment on all appeals rests with the student's home institution. If the student wishes to continue his/her appeal beyond the decision of the USG eCampus Dean, the student must appeal directly to the university **Provost** at his/her home institution, following local procedure, within seven (7) calendar days of being notified of the USG eCampus Dean's decision.

### **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 within the SEADS system.

The Grade Change Form is submitted by the eCore instructor. USG eCampus is notified via email when the form has been submitted, and a copy is sent to the USG eCampus Director of Curriculum and Instruction. USG eCampus then completes the following items to ensure that the applicable institution processes the grade change accordingly:

1. Send a copy of the grade change to the designated contact at the student's home institution.
2. Update the USG eCampus 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:

1. Have completed most of the major assignments of the course (generally all but one); and
2. 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:
  - The instructor should complete the Incomplete Grade Form located in the SEADS system 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 USG eCampus of intent to issue a grade of incomplete for the particular student.
  - 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 USG eCampus, changing the ‘I’ to an appropriate grade. The Grade Change Form is located in the SEADS system.

USG eCampus will send the grade change to the Registrar’s Office at the student’s 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); however, USG eCampus recommends a grade of “I” be removed no later than the end of the semester following the academic term in which 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 Change Form, instructors may 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.

# Student Support Services

## The eCore Website

## The eCore Student Guide

<https://ecore.usg.edu/current-students/student-guide/>

## eCore Liaisons

eCore liaisons are designated at each affiliate institution and are available to guide students through eCore processes, including admission, registration, drop/add, withdrawal, and academic policies. It is important that liaisons be well-versed on eCore procedures, contacts, and curriculum information. eCore liaisons play an instrumental role in providing a smooth start for students in eCore courses and remaining in contact with eCore students throughout each semester to help ensure their success in the program.

eCore liaisons work in collaboration with USG eCampus to provide information to students throughout the semester and to ensure quality student support services.

## Registration and Welcome Emails

Beginning two (2) weeks prior to the start each semester and throughout the drop/add period, students will receive their eCore welcome email. This email will be sent to the student's home institution email address. The welcome email will include instructions for logging into the course and how to access the eConnection, a self-paced student tutorial that teaches the students how to navigate GoVIEW and explains policies and procedures related to eCore.

It is imperative that students enrolled in eCore classes are aware of the importance of checking their institution email as often as possible since this is the main communication method that USG eCampus and eCore liaisons will utilize. The eCore liaison may wish to create a listserv each semester as a way to communicate with students who are currently enrolled in eCore courses at their institution.

## Weekly Emails

USG eCampus will send weekly informational emails to students enrolled in eCore courses. These will address need-to-know information, timely reminders, and student success tips.

## USG eCampus Helpdesk

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

USG eCampus Helpdesk

- [ecore@westga.edu](mailto:ecore@westga.edu)
- 678-839-5300 or Toll Free 1-855-93ECORE
- IM Chat service available within each course



## **USG D2L Helpdesk**

*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

## **Proctored Exam Support**

USG eCampus Testing Coordinator

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

- [etesting@westga.edu](mailto:etesting@westga.edu)
- 678-839-5300 or 1-855-93ECORE (1-855-933-2673)

## **Trainings Offered to Students**

Students are provided with several eCore training and orientation opportunities each semester.

- New Student Introduction Quiz (Mandatory) - Students are required to take the introduction quiz prior to registering for an eCore course for the first time. The introduction quiz explains the nature of the online environment, offers tips for success, and provides information about policies and procedures related to eCore.
- eConnection Self-Paced Student Tutorial (Optional but Highly Recommended) - The student tutorial is made available to all eCore students beginning two (2) 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.

## **Student Success Team**

Instructors report students who may need additional assistance or support to the eCampus Student Success Team (SST). The designated SST member will provide personalized assistance to each student.

## **Library Resources**

*GALILEO:* Students enrolled in eCore classes 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 from a link within their course. GALILEO stands for Georgia Library Learning Online. As a web-based virtual library, it provides access to multiple information resources, including secured access to licensed products.

*USG eCampus Librarian Support:* Access to the eCampus Librarian Support & Services course is available to all students enrolled in non-STEM eCore courses, excluding Spanish. This course gives students online access to a librarian who can assist with the following:

- Research: They will help you find the best databases to use for your topic, set up a search strategy and walk you through it, and help locate materials.
- Finding Appropriate Materials: Embedded Librarians will show you different methods of obtaining the materials, such as academic journals, popular magazine and newspaper articles, streaming videos, images and charts, and eBooks, you need for your classwork.

- **Formatting and Citation Style:** Librarians direct you to the information you need to format your paper and various types of citations, both reference and in-text, for whichever style your instructor requires (MLA, APA, Chicago, etc.). They will also double check citations you have written. Note: For proofing of papers, librarians can direct you to the appropriate resources (like SMARTHINKING and campus writing centers) for help.
- **Finding Study Aids:** Depending on the topic, the course, and/or the instructor's requirements, librarians can find online tools to assist you with studying for your exams.
- **Microsoft Office Programs:** Librarians can assist you with using Word, PowerPoint, and Excel.

The eCampus Embedded Librarians provide support through a variety of avenues and resources, such as discussion boards to which students can post questions or discuss various research related topics, video tutorials on topics like "Avoiding Plagiarism" or "GALILEO Tips," and links to outside resources.

eCampus Embedded Librarians also offer virtual office hours during which students can receive one-on-one help through real-time chat or Blackboard Collaborate.

Students may access the eCampus Librarian Support & Services course by selecting the course from the drop down menu on their GoVIEW homepage or by clicking on the eCampus Librarian Support and Services widget located within each course.

If students need assistance with Library Services, they may contact the USG eCampus Helpdesk at 678-839-5300.

### **Online Tutoring Services**

*Smarthinking.com:* Smarthinking is an online tutoring service available to students enrolled in eCore courses. Smarthinking provides tutoring 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.

### **Institutional Tutoring Services**

Each institution provides students with on-campus tutoring services, and students may utilize this resource for eCore courses as well.

### **Student Disability Services**

If a student has a disability (including learning, physical, or other), or suspects that he/she has a disability and would like to be considered for accommodations, there are several options. Each campus has an Office of Disability Services, and the campus eCore Liaison can provide information regarding the office on each home campus. Links to the Office of Accessibility are also included on each institutional listing on the eCore website at <http://ecore.usg.edu/about/institutions/>.

Students should contact the Disability Services Coordinator at their home institution to discuss the documentation and process required for special accommodations.

It is the student's responsibility to make arrangements with the campus Office of Disability Services at the beginning of the semester. They should also communicate with their eCore instructor(s), their local proctored test site, and eTesting ([etesting@westga.edu](mailto:etesting@westga.edu)) regarding needed accommodations.

## eCore Billing Procedures

USG eCampus bills the affiliate institution for \$117 per credit hour based on total institutional eCore enrollment at the designated eCampus census date. eCampus surveys all partners to gather drop for non-payment dates prior to setting the census date. All drops for non-payment, non-attendance, and withdrawals should be processed before the established census date so that institutions are not billed for these. Additionally, all MOWR, 62+ waiver and TAP students are requested from each institution to adjust/exclude from billing as needed.

Invoices are processed approximately four (4) weeks after drop/add ends. Invoices are mailed to the Chief Business Officer or Chief Financial Officer at the affiliate institutions. For more information, please contact Austin Janowski at [austinj@westga.edu](mailto:austinj@westga.edu).

## 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 the approval of their Department Chair, Academic Dean, and Vice President of Academic Affairs before they may be considered. In addition, the Provost (VPAA) from each affiliate institution must approve all new USG eCore instructor credentials prior to their teaching. The eCore RAC 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 <https://ecore.usg.edu/faculty-and-staff/become-an-ecore-instructor/>. After submitting the online application, faculty applicants must select and print out the appropriate faculty approval form, sign it, and obtain the designated approving signatures to return to eCore. Additionally, all potential faculty must access their Xitracs account to read, initial, and submit the eCore Faculty Expectations in the Memorandum of Understanding (MOU) survey located at <https://ecore.xitracs.net/survey/portallogonview.jsp>. Lastly, applicants must upload a curriculum vitae—or resume—along with their graduate level transcripts in Xitracs. USG eCampus collects and maintains all faculty records in Xitracs.

Before being scheduled to teach, all potential eCore faculty must complete an initial, two-week, online eCore certification course which serves as an orientation to eCore. The course is offered multiple times prior to the beginning of each semester. During the course, faculty are introduced to faculty expectations, instructional strategies, student support and success practices, and assessment and evaluation tips specific to eCore, along with the learning management system, GoVIEW. Faculty are responsible for logging in daily and attempting all assigned activities. Activities include asynchronous discussions, readings, quizzes, and one virtual, synchronous meeting. A certificate of completion is awarded to faculty who successfully complete the course.

## **Faculty Mentorship and Development**

Following satisfactory completion of the eCore Faculty Certification course, new eCore faculty are assigned to teach one section of a course for which they are approved. Each new eCore faculty member is assigned a faculty mentor during their first semester teaching for eCore. This faculty mentor must be an experienced eCore instructor with a history of solid teaching performance.

The mentor and mentee are enrolled in one another's courses for observation and collaboration, and the mentee is also enrolled in the faculty support course, Garden of eCore. eCampus Faculty Support then sends a letter to both the mentee and the mentor, introducing the pair to one another and offering contact information for both instructors. The mentee and mentor are allowed to observe, but not change or interact in, each other's courses. Mentors are expected to observe and offer feedback to mentees at regular intervals and to inform the Director of Curriculum and Instruction if there are any issues or concerns with the mentee's course.

eCore faculty are expected to attend the eCore Annual Faculty meeting, a day-long, faculty-focused workshop. During the meeting, faculty have the opportunity to meet and greet fellow eCore faculty and the USG eCampus staff on a USG campus. The meeting is offered at multiple locations, and an alternate webinar is provided for faculty with scheduling conflicts.

## 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	ENGL 1101, ENGL 1102
2. Ability to adapt communication to circumstances and audience	ENGL 1101
3. Ability to produce communication that is stylistically appropriate and mature	ENGL 1101, ENGL 1102
4. Ability to communicate in standard English for academic and professional contexts	ENGL 1101
5. Ability to compose effective written materials for various academic and professional contexts	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
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 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 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	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 2112, ENGL 2131, ENGL 2132, MUSC 1100
2. Ability to make informed judgments about art forms from various cultures including one's own culture	ENGL 2111, ENGL 2112, ENGL 2131, ENGL 2132, MUSC 1100
3. Ability to discern the impact and role of artistic and literary achievement in society and one's personal life	ENGL 2111, ENGL 2112, ENGL 2131, ENGL 2132, MUSC 1100
4. Ability to critically analyze one's own culture	PHIL 2010, SPAN 2001, SPAN 2002

<b>Area D: Science, Mathematics, and Technology</b>	Courses
1. Ability to understand basic scientific principles, theories, and laws as they apply to all scientific disciplines	BIOL 1211, CHEM 1211, CHEM 1212, ENVS 2202, GEOL 1011, PHYS 1211
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, ENVS 2202, GEOL 1011
3. Ability to identify and properly use appropriate technologies for scientific	BIOL 1211, CHEM

inquiry and communication including collecting and analyzing scientific data	1211, CHEM 1212, GEOL 1011, PHYS 1211
4. Ability to understand the physical universe and science's relationship to it	BIOL 1211, CHEM 1211, CHEM 1212, ENVS 2202, GEOL 1011, PHYS 1211
5. Ability to understand the changing nature of science	BIOL 1211, CHEM 1211, CHEM 1212, ENVS 2202, GEOL 1011
6. Ability to understand the scope and limits on the appropriateness of scientific inquiry to physical phenomena	BIOL 1211, 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	BIOL 1211, CHEM 1211, ENVS 2202, GEOL 1011, PHYS 1211
8. Ability to apply mathematical principles to scientific inquiry, including the use of statistics and formulae to understand quantitative data	BIOL 1211, CHEM 1212, ENVS 2202, GEOL 1011, MATH 1401, PHYS 1211
9. Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe	BIOL 1211, CHEM 1211, CHEM 1212, ENVS 2202, PHYS 1211
10. Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life	BIOL 1211, CHEM 1211, CHEM 1212, ENVS 2202, PHYS 1211



<b>Area E: Social Sciences</b>	<b>Courses</b>
1. Ability to relate local, national, and global social policy	HIST 1111, HIST 1112, HIST 2111, POLS 1101
2. Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change	HIST 1111, HIST 1112, HIST 2111, POLS 1101
3. Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups	HIST 1111, HIST 1112, PSYC 1101, SOCI 1101
4. Ability to identify and analyze both contemporary and historical perspectives on contemporary issues	HIST 1111, HIST 1112, HIST 2111, PSYC 1101
5. Ability to relate the contributions of groups and individuals to the history of ideas and belief systems	HIST 2111, SOCI 1101
6. Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture (GL)	HIST 2111
7. Ability to consider and accommodate opposing points of view	POLS 1101
8. (Taken from Course-Level Objective): Demonstrate a knowledge of the historical background, foundations, origins, content, and application of the US Constitution and Bill of Rights (US)	POLS 1101
9. (Taken from Course-Level Objective): Analyze the trials and contributions of the many cultures that make up American society (US)	HIST 2111

## Course Descriptions

Course Equivalency Tables for each affiliate institution, as well as Learning Outcomes by institution, are available on the eCore Admin site at <https://ecore.usg.edu/admin>.

### **ARTS 1100 - ART APPRECIATION**

Suggested Prerequisites:

- None

ARTS 1100 is a 3 semester-credit-hour course focused on fostering an awareness, understanding, and appreciation for the visual arts. Through exposure to cross-cultural art images throughout history, students will build a global artistic vocabulary that allows for the constructive analysis of art objects. Students will also gain an understanding of the influence of art on other important aspects of culture, including politics, history, religion, and science.

### **BIOL 1011K - INTRODUCTION TO BIOLOGY**

Suggested Prerequisites:

- None

BIOL 1011K is an introduction to fundamental unifying principles in biology. Topics covered in the course include chemistry of life, cell structure and membranes, cellular functions (metabolism, respiration, photosynthesis, communication, and reproduction), genetics (inheritance patterns, DNA structure and function, gene expression, and biotechnology), and evolution. This course involves both lecture and lab components.

### **CHEM 1211K - PRINCIPLES OF CHEMISTRY I AND LAB**

Suggested Prerequisites:

- MATH 1113 - Precalculus

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. Laboratory exercises supplement the lecture material.

### **CHEM 1212K - PRINCIPLES OF CHEMISTRY II AND LAB**

Suggested Prerequisites:

- CHEM 1211K - Principles of Chemistry I and Lab
- MATH 1113 - Precalculus

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.

## **COMM 1100 - HUMAN COMMUNICATION**

Suggested Prerequisites:

- None

COMM 1100, Human Communication, is designed to teach you to communicate more effectively in interpersonal relationships, small groups, in the public speaking realm, and to understand the nature of mass communication. Students will be expected to participate in discussions on a frequent basis, take thirteen (13) short online quizzes, complete a variety of unit assignments, and take a proctored final exam. In addition, students will be required to deliver a public speech in front of an audience of at least six (6) adults. Emphasis will be placed on the theoretical principles integral to any discussion of communication as well as ethics, diversity, anxiety, and listening skills as they relate to communication. The goal of this course is to enable you to become a more competent and confident communicator.

## **ENGL 1101 - ENGLISH COMPOSITION I**

Suggested Prerequisites:

- None

English 1101 is an English composition course focusing on the 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**

Suggested Prerequisites:

- ENGL 1101 - English Composition I, grade of 'C' or better

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**

Suggested Prerequisites:

- ENGL 1102 - English Composition II

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

## **ENGL 2112 - WORLD LITERATURE II**

Suggested Prerequisites:

- ENGL 1102 - English Composition II

World Literature II is a survey of important works of world literature from the mid-seventeenth century to the present.

## **ENGL 2131 - AMERICAN LITERATURE I**

Suggested Prerequisites:

- ENGL 1102 - English Composition II

This course surveys American Literature from the Pre-Colonial Period through the mid-nineteenth century. It begins with the Age of European Exploration and interaction with Native American cultures and continues through the 18<sup>th</sup> century Enlightenment, the American Renaissance, and the Romantic movement, ending with the beginning of American Realism.

The literature is studied within the context of history and culture and with an emphasis on literary periods. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of these periods.

## **ENGL 2132 - AMERICAN LITERATURE II**

Suggested Prerequisites:

- ENGL 1102 - English Composition II

A chronological study of American literature from the Civil War to the present, this course presents a broad overview of American literature from the mid-nineteenth century to the present. Students will utilize various critical approaches and reading strategies as they examine important authors and themes of this period. The course will pay attention to literary movements, regional writing, native and immigrant cultures, and multiple perspectives.

## **ENVS 2202: ENVIRONMENTAL SCIENCE**

Suggested Prerequisites:

- None

Environmental Science, the study of interactions between humans and the environment, is an interdisciplinary science course that integrates principles from biology, chemistry, ecology, geology, and non-science disciplines. 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 as well as important environmental regulations.

## **ETEC 1101 - ELECTRONIC TECHNOLOGY IN THE EDUCATIONAL ENVIRONMENT**

Suggested Prerequisites:

- None

This course is an introduction to using personal computers to communicate with individuals and groups and to locate, analyze, organize, and present information. Emphasis is on exploring the role of technology in present and future learning experiences. Topics include the digital divide, hardware, software, the internet and networks, privacy and security, and intellectual property in

cyberspace. Students will use their practical technology skills to create formatted word-processed documents and an electronic presentation.

### **GEOL 1011K - INTRODUCTORY GEOSCIENCES I AND LAB**

Suggested Prerequisites:

- None

Geology 1011K is a 4 semester-credit-hour course, equivalent to an on-campus geology lecture course combined with a geology laboratory course. This course covers Earth materials and processes and is delivered online via GoVIEW to your computer. The course is designed for you to follow a weekly schedule and learn through readings, discussions, lab assignments, quizzes, and proctored exams.

### **HIST 1111 - WORLD HISTORY I**

Suggested Prerequisites:

- None

This course includes a survey of world history to early modern times. Students in this course will be expected to participate frequently in class discussions, take nine (9) unit quizzes, and proctored midterm and final exams.

### **HIST 1112 – WORLD HISTORY II**

Suggested Prerequisites:

- None

This course includes a survey of world history from 1500 to modern times. Students in this course will be expected to participate frequently in class discussions, take quizzes, and complete proctored midterm and final exams. Several short essays will also be assigned.

### **HIST 2111 - UNITED STATES HISTORY I**

Suggested Prerequisites:

- None

History 2111 is 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. Hopefully, you will find the ideas and concepts presented in the course relevant to you and your experiences in the twenty-first century.

### **MATH 1101 - MATHEMATICAL MODELING**

Suggested Prerequisites:

- None

This course is an introduction to mathematical modeling. You will use 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 communication of quantitative concepts and results.

### **MATH 1111 - COLLEGE ALGEBRA**

Suggested 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, inequalities, linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

### **MATH 1113 - PRE-CALCULUS**

Suggested Prerequisites:

- MATH 1101 - Math Modeling or MATH 1111 - College Algebra

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**

Suggested Prerequisites:

- MATH 1101 - Math Modeling, MATH 1111 - College Algebra, MATH 1113 - Precalculus, or approved equivalent

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

### **MATH 1501 - CALCULUS**

Suggested Prerequisites:

- MATH 1113 - Precalculus

Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications.

### **MUSC 1100 - MUSIC APPRECIATION**

Suggested Prerequisites:

- None

An introduction to music history, music literature, and critical listening skills.

### **PHIL 2010 - INTRODUCTION TO PHILOSOPHY**

Suggested 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 (PHYS 2211K) - PRINCIPLES OF PHYSICS I AND LAB**

Suggested Prerequisites:

- MATH 1501 – Calculus I (Differential Calculus)

Principles of Physics I and Laboratory is a 4 semester-credit-hour 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 the purchase or acquisition of a limited amount of materials and equipment to complete the activities. Students enrolling in eCore lab science courses are advised to consult their transferring institution concerning the transferability of course credits.

### **POLS 1101 - AMERICAN GOVERNMENT**

Suggested 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**

Suggested 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**

Suggested Prerequisites:

- None

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

## **SPAN 2001 - INTERMEDIATE SPANISH I**

Suggested Prerequisites:

- SPAN 1002

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

## **SPAN 2002 - INTERMEDIATE SPANISH II**

Suggested Prerequisites:

- SPAN 2001

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