

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 Science degree) primarily through electronic, web-based coursework.

eCore® Affiliates

A select number of institutions within the USG award credit for the entire eCore® program. 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 meeting institution requirements. Current eCore® Affiliates include Clayton College and State University, Columbus State University, Floyd College, Georgia Southwestern State University, Valdosta State University, and State University of West Georgia.

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 student's *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 the entire electronic Core Curriculum (eCore®) will have one of the six 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 the 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® courses 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. Admissions requirements vary according to the type of institution offering the program. Students applying to eCore® at Valdosta State University must meet the regional university requirements; students applying to Clayton College and State University, Columbus State University; Georgia Southwestern State University, or State University of West Georgia must meet the state university

requirements; and students applying to Floyd College must meet the two-year college requirements. Students who graduated from high school in the past five years should consult Preparing for College (www.usg.edu/ga-easy/admiss/prepare/) and the affiliate institutional websites, www.georgiaglobe.org. Begin at www.usg.edu/inst/index.html for information on the freshman admission requirements.

Non-Traditional Students. Students who have been out of school at least five years may apply to the affiliate institutions as non-traditional students. They do not have to submit SAT scores and evidence of a high school college 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 COMPASS will be required to enroll in and exit from Learning Support courses at a University System of Georgia institution before becoming eligible to enroll in eCore® courses.

As an alternative, non-traditional students who have posted SAT scores of at least 500 in both Verbal and Mathematics (or ACT scores of at least 21 in English and Mathematics) within the past seven years will be permitted to exempt the COMPASS placement testing.

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

Transient Students. Students who wish to take eCore® courses as transient students must file an application for transient status with one of the six affiliate institutions (Clayton College & State University, Columbus State University, Floyd College, Georgia Southwestern State University, State University of West Georgia, or Valdosta State University). Once the course is completed, a transcript of the eCore® coursework will be sent to the student's home institution.

Core Curriculum

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

Courses currently available are indicated with an asterisk (*). The others are yet to be developed. To see a course description, consult the Listing of Courses in this document.

AREA A – Essential Skills: 9 semester-hours credit

*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 that prepares students for a specific major. A student should consult the catalog of the home institution.

AREA B – eCore® Requirements: 4 or 5 semester-hours credit depending on requirements in AREA D

*COMM 1100	Human Communication	(3 semester hours credit)
*ETEC 1101	Electronic Technology in the Educational Environment	(1 or 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 2112	World Literature II	(3 semester-hours credit)
ENGL 2131	American Literature I	(3 semester-hours credit)
*ENGL 2132	American Literature II	(3 semester-hours credit)

Choose one of the following:

HUMS 1100	Integrated Arts	(3 semester-hours credit)
ARTS 1100	Art Appreciation	(3 semester-hours credit)
MUSC 1100	Music Appreciation	(3 semester-hours credit)
*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)
FREN 2001	Intermediate French I	(3 semester-hours credit)
FREN 2002	Intermediate French 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:**

BIOL 1011K	Introductory Biology	(4 semester-hours credit)
*GEOL 1011K	Introductory Geosciences I	(4 semester-hours credit)
*ISCI 1121	Integrated Science I	(3 semester-hours credit)

Any science course listed for Math/Science Majors (see below: DII.B)

Choose one of the following:

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

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

CSCI 1301	Computer Science I	(3 semester-hours credit)
*MATH 1401	Introduction to Statistics	(3 semester-hours credit)

AREA D-II: For Math/Science Majors

*MATH 1501	Calculus I	(See Area A, above)
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If Calculus is used in AREA A, choose one of the following:

Additional Science course from D-II list below.

CSCI 1301	Computer Science I	(See Area D-I, above)
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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)

AREA E – Social Sciences: 12 semester-hours credit

*POLS 1101	American Government	(3 semester-hours credit)
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Choose one of the following:

*HIST 1111	World History I	(3 semester-hours credit)
HIST 1112	World History II	(3 semester-hours credit)

Choose one of the following:

*HIST 2111	United States History I	(3 semester-hours credit)
HIST 2112	United States History II	(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)

Additional history course from lists above

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

These courses will be available through eCore® in the future.

COURSE DESCRIPTIONS

ARTS 1100: Art Appreciation (3 semester-hours credit)

COURSE DESCRIPTION: Understanding painting, sculpture, architecture, and design to enhance aesthetic appreciation.

BIOL 1011K: Introductory Biology (4 semester-hours credit)

COURSE DESCRIPTION: Introduces fundamental unifying principles of biology. Topics include biological chemistry, cell structure and function, energetics, cell division, genetics, evolution, systematics, plant and animal physiology, and ecology.

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

COURSE DESCRIPTION: 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 (4 semester-hours credit); **PREREQUISITE:** CHEM 1211K.

COURSE DESCRIPTION: Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Laboratory exercises supplement the lecture material.

COMM 1100: Human Communication (3 semester-hours credit)

COURSE DESCRIPTION: A broad approach to oral communications skills including intrapersonal, interpersonal, small group, and public speaking.

CSCI 1301: Computer Science I (3 semester-hours credit)

COURSE DESCRIPTION: The courses includes an overview of computers and programming; problem solving and algorithm development; simple data types; arithmetic and logic operators; selection structures; repetition structures; text files; arrays (one-and-two-dimensional); procedural abstraction and software design; modular programming (including subprograms or the equivalent).

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

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

ENGL 1102: English Composition II (3 semester-hours credit) **Prerequisite:** ENG 1101

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

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

COURSE DESCRIPTION: World Literature I (as part of a two-course sequence or option) A survey of important works of world literature from ancient times through the mid-seventeenth century.

ENGL 2112: World Literature II (3 semester-hours credit)

COURSE DESCRIPTION: World Literature II (as part of two-course sequence or option) A survey of important works of world literature from the mid-seventeenth century to the present.

ENGL 2131: American Literature I (3 semester-hours credit)

COURSE DESCRIPTION: A survey of American literature from the pre-colonial age to mid-nineteenth century.

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

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

ETEC 1101: Electronic Technology in the Educational Environment (Variable: 1 or 2 semester-hours credit depending on options in Area D)

COURSE DESCRIPTION: 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, and electronic presentation, and a web page.

#FREN 1001: Elementary French I (3 semester-hours credit)

COURSE DESCRIPTION: Introduction to listening, speaking, reading and writing in French and to the culture of French-speaking regions.

(May be used by regularly-admitted students to meet College Preparatory Curriculum requirements or in the event they begin a new foreign language after meeting CPC requirements.)

#FREN 1002: Elementary French II (3 semester-hours credit) Prerequisite: 2 years of high school study or FREN1001.

COURSE DESCRIPTION: Continued listening, speaking, reading and writing French with further study of the culture of French-speaking regions. (May be used by regularly-admitted students to meet College Preparatory Curriculum requirements or in the event they begin a new foreign language after meeting CPC requirements.)

FREN 2001: Intermediate FRENCH I (3 semester-hours credit) Prerequisite: FREN 1002 or equivalent. **COURSE DESCRIPTION:** Listening, speaking, reading and writing skills in an introduction to literature within a cultural context.

FREN 2002: Intermediate FRENCH II (3 semester-hours credit) Prerequisite: FREN 2001 or equivalent. **COURSE DESCRIPTION:** Listening, speaking, reading and writing skills in an introduction to literature within a cultural context.

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

COURSE DESCRIPTION: This course covers Earth materials and processes.

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

COURSE DESCRIPTION: A survey of World History to early modern times.

HIST 1112: World History II (3 semester-hours credit)

COURSE DESCRIPTION: A survey of World History from early modern times to the present.

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

COURSE DESCRIPTION: 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.)

HIST 2112: United States History (3 semester-hours credit)

COURSE DESCRIPTION: A survey of U.S. History from the post-Civil War period to the present. (This course satisfies the State legislative requirement concerning United States history and Georgia history.)

HUMS 1100: Integrated Arts (3 semester-hours credit)

COURSE DESCRIPTION: To be determined. Description unavailable – integrates art, music and literature.

MATH 1101: Mathematical Modeling (3 semester-hours credit)

COURSE DESCRIPTION: 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 communication of quantitative concepts and results.

MATH 1111: College Algebra (3 semester-hours credit)

COURSE DESCRIPTION: 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, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

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

COURSE DESCRIPTION: 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.

MATH 1501: Calculus I. (4 semester-hours credit)

COURSE DESCRIPTION: Topics to include functions, limits, continuity, the derivative, antidifferentiation, the definite integral, and applications. (For majors that require Calculus in Area A, the additional hour will be allocated to Area F.)

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

COURSE DESCRIPTION: This is a course in basis statistics including descriptive methods, distributions, probability, correlation, regression, inference, and hypothesis testing. Prerequisite: Math 1111.

MUSC 1100: Music Appreciation (3 semester-hours credit)

COURSE DESCRIPTION: Introduction to music history and literature.

PHIL 1001: Introduction to Philosophy (3 semester-hours credit)

COURSE DESCRIPTION: Introduction to the central issues, questions, and theories of Western Philosophy. Topics covered include logic & critical thinking; religion; knowledge & 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 (4 semester-hours credit) Prerequisites: To be determined.

COURSE DESCRIPTION: An introductory course that will include material from mechanics, thermodynamics, and waves. Elementary differential calculus will be used.

PHYS 1212K: Principles of Physics II (4 semester-hours credit) Prerequisites: To be determined.

COURSE DESCRIPTION: An introductory course that will include material from electromagnetism, optics, and modern physics. Elementary differential and integral calculus will be used.

POLS 1101: American Government (3 semester-hours credit)

COURSE DESCRIPTION: 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 General Psychology (3 semester-hours credit)

COURSE DESCRIPTION: 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, personality, and abnormal.

ISCI 1121: Integrated Science I (3 semester-hours credit)

COURSE DESCRIPTION: 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.

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

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

#SPAN 1001: Elementary Spanish I (3 semester-hours credit)

COURSE DESCRIPTION: Introduction to listening, speaking, reading and writing in Spanish and to the culture of Spanish-speaking regions. (May be used by regularly-admitted students to meet College Preparatory Curriculum requirements or in the event they begin a new foreign language after meeting CPC requirements.)

#SPAN 1002: Elementary Spanish II (3 semester-hours credit) Prerequisite: Two years of high school study or SPAN 1001

COURSE DESCRIPTION: Continued listening, speaking, reading and writing Spanish with further study of the culture of Spanish-speaking regions. (May be used by regularly-admitted students to meet College Preparatory Curriculum requirements or in the event they begin a new foreign language after meeting CPC requirements.)

SPAN 2001: Intermediate Spanish I (3 semester-hours credit) Prerequisite: SPAN 1002 or equivalent. COURSE DESCRIPTION: A rapid review of grammar with continued use of listening, speaking, reading and writing skills with a cultural emphasis.

SPAN 2002: Intermediate Spanish II (3 semester-hours credit) Prerequisite: SPAN 2001 or equivalent. COURSE DESCRIPTION: Listening, speaking, reading and writing skills in an introduction to literature within a cultural context.

Only intermediate-level foreign language courses may be used to meet eCore® requirements. Elementary-level courses are included in this listing and will be offered electronically for students who must meet College Preparatory Curriculum deficiency requirements (see affiliate institution catalog) and for those who want to begin study of a foreign language.

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. Further information is provided in the “Transfer FAQ” web page (<http://www.usg.edu/student/faq.html>).

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 institution 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 Core® classes. The credit, however, will not be given for the transfer courses 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 a similar prefix and number	Generally Acceptable for Transfer from USG and non-USG institutions	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 1010	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		Skills Exemption Exam	
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		
SPAN 2002			

FREN 2001	excluding courses in ASL.		
FREN 2002			
Area D1 (Non-science majors)			
Two of the following	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
BIOL 1011K			
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	Any survey of World or Western history	
HIST 1112			
Choose one of the following			
HIST 2111	HIST 2110	Any survey of American history	
HIST 2112			
Choose one of the following			
PSYC 1101	Any introduction to the principles of a social science.		Generally excluded here are courses in foreign language, marriage and the family, and criminal justice.
SOCI 1101			

Georgia Legislative Requirements

Students earning a degree from Georgia public colleges must show competence in the history and constitutional frameworks for both Georgia and the United States. Students who complete History 2111 or 2112 satisfy the history requirement and those who complete POLS 1101 satisfy the constitution 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 response to communications and assignments. When students are compelled for any reason not to participate in class activities, they must immediately contact the instructor.

All students must respond to the initial faculty communication within one week. Failure to respond to the initial faculty communication within the first week or to complete course activities for a two-week period will be considered an indication of the student's intention not to continue to participate. At this point, the faculty member may choose to remove the student from group activities or interactions.

Failure to participate without officially withdrawing from the course will result in a grade of F. Students may officially withdraw up to the midpoint of the semester on the eCore® calendar without academic penalty. Links to the withdrawal forms can be found within the student's MyWebCT page.

For procedures regarding withdrawal after midterm, consult the catalog of the affiliate institution.

All eCore® courses require participation in at least one face-to-face assessment activity at an approved site.

Textbooks and Resources

All eCore® courses will specify a textbook and resource materials. Each semester the required textbooks/materials will be designated for the course, and the official book/materials list must be provided to the eCore® Administrative Office (attention: Textbook Liaison) by the fourth week of the preceding semester.

The official provider for eCore® textbooks and materials is MBS Direct. Students may order books/materials in several ways.

- **By Internet:** Textbooks/materials may be purchased from the Virtual Bookstore (<http://www.mbsdirect.net>); payment must be made by credit card.
- **By Phone:** (800/325-3252) during the hours listed below.

Monday-Thursday	7 a.m.-10 p.m. CDT/CST
Friday	7 a.m. – 6 p.m. CDT/CST
Saturday	8 a.m. – 5 p.m. CDT/CST
Sunday	12 p.m. – 4 p.m. CDT/CST
- **By Fax:** (800/499-0143)

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

Catalog Edition for Curricular Requirements

Students must meet the requirements stated in a single University System eCore® 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 eCore® 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.

Academic Appeals:

Any student who wishes to file an academic appeal, including grade appeals, will notify the chief academic officer of his/her affiliate institution in writing. The grade appeals policies of the affiliate institution will apply. Faculty involved in an academic appeal hearing may participate through electronic media.

In the event that a particular appeal involves more than one student enrolled at different eCore® institutions, the chief student affairs officer of each institution shall confer before disciplinary penalties are assigned to insure similar treatment and outcome for similar acts.

Academic Honesty: *(acknowledgement is hereby given to Georgia State University on whose policy this one is based).*

Introduction: As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The University System 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.

Academic honesty represents a core value of the University System, and all members of the academic community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All

members of the academic community—students, faculty, and staff—are expected to report violations of these standards of academic conduct to the appropriate authorities.

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. 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: 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 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: 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," web sites, 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 collaboration before or after an examination if such collaboration is specifically forbidden by the instructor.

Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or without assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to

provide such assistance. 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 (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data or 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, even required; however the student is responsible for indicating in writing, as a part of such use, 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, the standard that should be used is that guilt must be proven by a preponderance of the evidence. This means that if the evidence that indicates that academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against 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

The following procedure is the only approved means for resolving matters of academic dishonesty. It is available to all members of the academic community who wish to pursue an action against a student for academic dishonesty.

- a. **Initiation.** If a member of the academic community believes that a student has engaged in academic dishonesty in an eCore® course, that individual is responsible for initiating action against the student. In allegations of academic dishonesty involving course requirements, the course instructor is generally responsible for initiating action. Test proctors, laboratory assistants, students and other individuals who are not course instructors should bring any instances of alleged academic dishonesty to the attention of the course instructor. The instructor after weighing evidence may initiate action by formally charging the student with academic dishonesty.

The instructor shall notify the chief student affairs officer of the student's affiliate institution of the allegation and shall provide any evidence. The chief student affairs officer may wish to inform his/her counterpart at the student's home institution if the student is a transient student.

- b. **Review of the allegations.** The chief student affairs officer shall initiate the affiliate institution's process for review of the allegation.

While the matter of academic dishonesty is pending, the student will be allowed to continue in the course and register for upcoming semesters. Should a grade be due to the registrar before the matter is resolved, a grade of NR (not reported) will be reported for the student in the course involved. Withdrawal from the course does not preclude the imposition of penalties for academic dishonesty.

- c. **Penalties to be imposed.** Penalties to be imposed in incidents of academic dishonesty are classified as "academic" or "disciplinary." Academic penalties include such sanctions as assignment of a failing grade for a particular course requirement or for the course itself. These penalties are set by the instructor once the review at the affiliate institution level is complete. Disciplinary sanctions can be sought in addition to those considered "academic" and could include, but are not limited to the following penalties: suspension, expulsion, transcript annotations. Disciplinary sanctions can be requested by the faculty but are adjudicated by the chief student affairs officer.

In the event that a particular case of academic dishonesty involves more than one student enrolled at different eCore[®] institutions, the chief student affairs officer of each institution shall confer before disciplinary penalties are assigned to insure similar treatment and outcome for similar acts.

eCore[®] faculty members from other institutions can be included in hearings. The involvement of administrators and faculty in the process may take place by electronic means.

- d. **Appeals.** Appeals shall be handled according to the affiliate institution's policies.

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.

Course Evaluation

For each eCore® course, students are expected to complete a standardized eCore® evaluation form. The feedback will be helpful to the instructor and the University System in providing quality online instruction. Evaluation data will be gathered at a neutral site and maintained at a single system location.

A copy of the evaluation data will be sent to the instructor who taught the course. Evaluation results may be required of the instructor by the institution for performance review purposes.

To insure that provision is made to improve services, evaluation data will also be shared with other involved entities. Specific evaluation results regarding course development will be provided to the BOR Advanced Learning Technologies unit. Results regarding student services and portal access will be provided to eCore® Administrative Office.

Regents' Test

All undergraduate students enrolled in a University System of Georgia institution must take and pass an examination prescribed by the Board of Regents of the University System of Georgia. 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.

Students must take the test in their first semester of enrollment after earning 30 credit hours if they have not taken it previously. **Students with fewer than 30 hours who are doing well in English 1102 will be encouraged to attempt the exam.**

Students who have earned 45 college-level semester credit hours and who have not passed the Regents' Test must take the appropriate non-degree credit course(s) in remedial reading and/or remedial writing in each semester of attendance until they have passed both components of the test. **Students with fewer than 45 semester hours of college-level credit will be permitted to retake the test at least once without remediation.**

Transfer students with 45 or more college-level credit hours from University System programs that do not require the Regents' Test or from institutions outside the System should take the test during their initial semester of enrollment in a program leading to the baccalaureate degree. **Students who fail may repeat the exam the second semester of**

enrollment. Those who have not passed before their third semester of enrollment (regardless of how many times they have taken the test) must take the appropriate non-degree credit course(s) in remedial reading and/or remedial writing in each semester of attendance until they have passed both parts of the test.

For further information, consult your institution's catalog and the Regents' Testing Program website (http://www.gsu.edu/webfs01/reg/wwwrtp/public_html/indstu.htm). **Every student is strongly advised to contact an advisor at the home institution for more advice on success on the Regents' Test.**

OPERATING PROCEDURES

Class Size

The upper limit of eCore® registrations is 36. An 'incentive program' compensates the departments of faculty members teaching courses which retain more than 25 students past the midterm of the semester. The department of the faculty member teaching the course will receive \$75.00 for each student beyond 25 enrolled in the course two weeks (14 days) after the eCore® mipoint/midterm date.

Procedures for Changing a Grade

1. An instructor is required to complete a Change of Grade form as the official method of changing a student's grade.
2. The submitted form shall be distributed as an email message to the eCore® Administrative Office, and the registrar for the student's affiliate institution.
3. Upon receipt of the Change of Grade form, the following tasks will be done:
 - a. ALT will close the student's course account.
 - b. The eCore® Administrative Office will update the affiliate institutions grade roster and forward a copy of the form to the instructor.
 - c. The registrar will process the Change of Grade form and notify the student that the grade has been changed.
4. The instructor should keep a copy of the completed Change of Grade information.

eCore® Request for Incomplete Grade Assignment 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. The requirements for removal of an "I" are left to the respective institutions; however, if an "I" is not satisfactorily removed after three academic terms of residence, the symbol "I" will be changed to the grade "F" by the appropriate official.*

Policy

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. An incomplete grade may be given only for non-academic reasons, as per Board policy.
3. Students should be encouraged to complete the terms of the incomplete during their next term of enrollment. Students must complete the course within three academic terms or the grade will automatically convert to an “F”.
4. If test proctoring is needed in order to meet the requirements to remove the incomplete, the faculty member shall notify the Test Proctoring service so that the necessary arrangements can be made.

Procedures

1. The instructor shall complete the Request for Incomplete Grade form at the time of submitting the final grade roster to the eCore[®] Administrative Office. The grade of “I” should be entered on the Grade Roster for the student.
2. The completed Request for Incomplete Grade form will be sent electronically to the eCore[®] Administrative Office, Advanced Learning Technologies (ALT), and the affiliate Registrar.
3. ALT shall maintain a copy of the completed Request for Incomplete Grade form and will make provisions for the student’s course account to remain open through the specific time as agreed upon by the instructor and the student, not to exceed three academic terms.