

Approved by Academic Affairs on Oct 4 2023

Academic & Student Affairs Handbook (ASH) Guidelines on Core Curriculum

ASH Guidelines Effective October 4, 2023, with Full Implementation by Fall 2024

2.2 Core Curriculum: Core IMPACTS

2.2.1 Core Curriculum: The IMPACTS Core

(Note that current Section 2.4.10/ new Section 2.2.1.3 is not included except as a short sample to show how the information in the table will change.)

SOURCES:

[BOARD OF REGENTS POLICY MANUAL 3.3.1 CORE CURRICULUM](#)

[BOARD OF REGENTS MINUTES 10/4/2023](#)

2.2.1.1 Core IMPACTS and Field of Study Areas, Outcomes, and Competencies

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Core Curriculum: Core IMPACTS

The University System of Georgia (USG) is a composite of diverse institutions that require systemwide coherence to facilitate success for students. To achieve these ends, the USG has outlined a Core IMPACTS curriculum that will serve as a guide for institutions to develop and refine course selections that will enable students to meet the Learning Outcomes and Career-Ready Competencies for each Core IMPACTS area.

There are seven Core IMPACTS areas. IMPACTS is a mnemonic for the core curriculum, as shown in the table below.

Core IMPACTS Mnemonic	Area Shorthand
I nstitutional Priority	Institution
M athematics & Quantitative Skills	Mathematics
P olitical Science and U.S. History	Citizenship
A rts, Humanities & Ethics	Humanities
C ommunicating in Writing	Writing

T echnology, Mathematics, & Sciences	STEM
S ocial Sciences	Social Sciences

The Core IMPACTS framework will help students find more meaning in the core curriculum and face fewer barriers to their progression. Consequently, they will stay in college, they will graduate faster, and they will be better prepared for their eventual careers.

Systemwide learning outcomes for each Core IMPACTS area have been developed and approved by the Council on General Education in consultation with the University System Office. All Core IMPACTS Learning Outcomes are collegiate level, broadly focused, aligned with the mission of the USG, and broadly consistent with the current learning goals at USG institutions.

In addition, the USG has identified Career-Ready Competencies to be developed by taking courses in each Core IMPACTS area. Career-Ready Competencies are broad transferable skills that go beyond the content of specific courses. Our stakeholders and employers within the state are vitally interested in these Career-Ready Outcomes and want to know that they are being cultivated within the Core Curriculum/Core IMPACTS. The goal is to ensure that students have a chance to develop these competencies within the context of Core Curriculum/Core IMPACTS courses, as well as to label them so that students are aware that they have had the opportunity to develop these competencies.

Field of Study

The Regents' Academic Advisory Committees will specify learning outcomes for their respective Field of Study areas. These learning outcomes must be collegiate level and provide an appropriate base for later learning outcomes in the relevant degree programs. They must be consistent with the mission of the University System of Georgia.

2.2.1.2 Core IMPACTS Areas

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Every institution in the University System of Georgia will have Core IMPACTS of precisely 42 semester hours and a Field of Study area of precisely 18 hours. All students must meet the Core IMPACTS requirements of the institutions from which they receive their degrees. However, see the rules regarding transfer credit in [Section 2.2.1.5 Transfer Rules](#).

Systemwide Learning Outcomes for each Core IMPACTS area have been established and approved by the Council on General Education.

Each institution's Core IMPACTS requirements must add up to 42 semester credit hours, with minimum credit hours in each area as follows:

Core IMPACTS	Area Shorthand	Credit Hours
Institutional Priority	Institution	At least 3 credit hours
Mathematics & Quantitative Skills	Mathematics	At least 3 credit hours
Political Science and U.S. History	Citizenship	At least 3 credit hours
Arts, Humanities & Ethics	Humanities	At least 6 credit hours
Communicating in Writing	Writing	At least 6 credit hours
Technology, Mathematics & Sciences*	STEM	At least 7 credit hours*
Social Sciences	Social Sciences	At least 3 credit hours

*At least 4 of the STEM credit hours must be in a lab science course. Given the importance of the STEM disciplines, any institution that wishes to drop STEM below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about STEM. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in the Institution area and 7 hours of natural science in the STEM area.]

2.2.1.2.1 Systemwide Orienting Questions, Learning Outcomes, and Career-Ready Competencies for the Core IMPACTS Areas

Systemwide Orienting Questions, Learning Outcomes, and Career-Ready Competencies have been developed for each Core IMPACTS area.

Orienting Questions

These are questions that are intended to orient students to what is covered in each Core IMPACTS area and to pique student interest.

Core IMPACTS: Learning Outcomes

Systemwide Learning Outcomes have been developed for each Core IMPACTS area. These Learning Outcomes have intentionally been defined broadly, so that existing institutional courses and learning outcomes will generally fit the systemwide Core IMPACTS Outcomes. Each course included in Core IMPACTS should ensure that students can meet the Learning Outcomes and Career-Ready Competencies specified for the area.

Core IMPACTS: Career-Ready Competencies

Core IMPACTS Career-Ready Competencies are broad transferable skills that go beyond the content of specific courses. Responsibility for cultivating Career-Ready Competencies has been assigned to courses in each Core IMPACTS area and it is expected that students will develop these competencies through taking these courses.

These competencies are defined in the table below. The definitions are sourced from the American Association of Colleges and Universities (AAC&U) Value Rubrics, the National Association of Colleges and Employers (NACE), the “soft skills” listed in O*Net, as well as desired employability skills identified from surveys of Georgia employers.

Career-Ready Competencies	Definition
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative approaches to solving problems and making decisions.
Ethical Reasoning	Assessing one’s own ethical values, recognizing ethical issues in a variety of settings, thinking about how different perspectives might apply to ethical dilemmas, and considering the ramifications of alternative actions.
Information Literacy	Recognizing when information is needed, and locating, evaluating, synthesizing, and effectively using the needed information, while appropriately crediting the original source of information.
Inquiry and Analysis	Exploring the world, and supporting informed conclusions through the collection, evaluation, and use of relevant evidence.
Intercultural Competence	Developing knowledge, skills and behaviors that support effective and appropriate interaction in a variety of cultural contexts.
Perspective-Taking	Considering perspectives other than one’s own and allowing new information, differing opinions, and others’ experiences to impress upon one’s thinking, understanding, and appreciation of others.
Persuasion	Using messages that are intentionally designed to appeal to another’s reason, emotions, or both, in order to enact change.
Problem-Solving	Designing, evaluating, and implementing strategies to solve problems using data, knowledge and facts.
Teamwork	Building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.
Time Management	Prioritizing and structuring tasks and resources to achieve an effective use of time while performing goal-directed activities.

The Orienting Questions, Learning Outcomes, and Career-Ready Competencies assigned to each Core IMPACTS area are listed in the table below.

Core IMPACTS (Area Shorthand)	Orienting Question	Learning Outcome(s)	Career-Ready Competencies
Institutional Priority (Institution)	How does my institution help me to navigate the world?	<ul style="list-style-type: none"> Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution. 	Critical Thinking Teamwork Time Management
Mathematics & Quantitative Skills (Mathematics)	How do I measure the world?	<ul style="list-style-type: none"> Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms. 	Information Literacy Inquiry and Analysis Problem-Solving
Political Science and U.S. History (Citizenship)	How do I prepare for my responsibilities as an engaged citizen?	<ul style="list-style-type: none"> Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. 	Critical Thinking Intercultural Competence Persuasion
Arts, Humanities & Ethics (Humanities)	How do I interpret the human experience through creative, linguistic, and philosophical works?	<ul style="list-style-type: none"> Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts. 	Ethical Reasoning Information Literacy Intercultural Competence
Communicating in Writing (Writing)	How do I write effectively in different contexts?	<ul style="list-style-type: none"> Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions. Students will appropriately acknowledge the use of materials from original sources. Students will adapt their written communications to purpose and audience. Students will analyze and draw informed inferences from written texts. 	Critical Thinking Information Literacy Persuasion
Technology, Mathematics & Sciences (STEM)	How do I ask scientific questions or use data, mathematics, or	Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve	Inquiry and Analysis Problem-Solving Teamwork

	technology to understand the universe?	problems, and explain natural phenomena.	
Social Sciences (Social Sciences)	How do I understand human experiences and connections?	Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.	Intercultural Competence Perspective-Taking Persuasion

Systemwide Orienting Questions, Learning Outcomes, and Career-Ready Competencies must be centerpieces of Core IMPACTS courses and must be clearly listed in the syllabus for each instance of a Core IMPACTS course. A template for the required syllabus statement is provided below. The syllabus statement must be included in the syllabus for all sections of each Core IMPACTS course. Instructors in courses that are part of Core IMPACTS must be aware of their responsibilities to ensure that students meet these Core IMPACTS Learning Outcomes and develop the specified Career-Ready Competencies through their participation in the courses.

Course PREFIX and Number COURSE TITLE

This is a Core IMPACTS course that is part of the XXXX area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- [Insert University System of Georgia Orienting Question here.]

Completion of this course should enable students to meet the following Learning Outcome:

- [Insert University System of Georgia Learning Outcome here.]

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- [Insert University System of Georgia career-ready competencies here.]

2.2.1.2.2 Rules Regarding Inclusion of Courses in Core IMPACTS Areas

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Every institution must offer a path to completing all Core IMPACTS requirements composed exclusively of 1000- and 2000-level courses. Other approved 3000- and 4000-level courses may also be placed in Core IMPACTS areas. See Section 2.2.1.4 for course approval rules.

Physical education activity/basic health requirements may not be placed in Core IMPACTS areas. Up to four hours of physical education activity/basic health courses may be required outside of Core IMPACTS in excess of the maximum number of hours indicated for undergraduate degrees. Offerings in physical education/health in excess of the maximum number of hours indicated for undergraduate degrees must be limited to activity, basic health information, first aid, CPR, and safety courses. Transferring students taking physical education/basic health hours at one institution may not be required to duplicate these hours at the receiving institution.

Orientation courses may not be placed in Core IMPACTS areas. Up to four hours of orientation courses may be required outside of Core IMPACTS in excess of the maximum number of hours indicated for undergraduate degrees. Transferring students taking orientation hours at one institution may be required to take additional orientation hours (outside the maximum hours indicated for the undergraduate degree) at the receiving institution.

Courses with a primary emphasis on studio, performance, field study, or internship may only be placed in the Institutional Priority Core IMPACTS area and will only be approved for that area if there is a clear academic focus connected to the activity goals of these courses.

Courses in Core IMPACTS areas may not carry a fraction of a semester hour of credit.

Except as required by accrediting agencies, credits earned in Core IMPACTS do not have an expiration date.

Institutions may not permit the completion of any course to fulfill requirements in more than one Core IMPACTS area. Where the same course is authorized in more than one Core IMPACTS area, the course cannot be double-counted. That is, the student completing the course to meet the requirements of one area must take another course in the second area to meet the requirements of the second area. Courses in Core IMPACTS areas may also meet course requirements in the Field of Study area or major areas, but the **credit** for such courses may not count for two areas.

2.2.1.2.3 Details Regarding Courses in Core IMPACTS Areas

(Last Modified September 26, 2023) [Report a broken link](#)

All courses in Core IMPACTS areas must be taught at the collegiate level and be broadly focused. They must clearly address the systemwide Learning Outcomes for the Core IMPACTS areas. They must be consistent with the institution's and the University System of Georgia's missions and strategic plans.

Institutions may not require students in particular majors to take specific courses to meet Core IMPACTS requirements. Successful completion of any course listed for a

Core IMPACTS area should be credited toward meeting that Core IMPACTS requirement, even if it is not the most appropriate course for the major.

However, students must be made aware that choosing courses that are not appropriate for their majors in Core IMPACTS areas may leave them with unmet prerequisites in their majors, despite having met Core IMPACTS requirements. This is particularly important for students majoring in the Health Professions and STEM disciplines.

Institutional Priority (Institution)

Courses in this area must include analytical, historical, critical and/or appreciative material.

Courses with a primary emphasis on studio, performance, field study, or internship may be placed in this area if there is a clear academic focus connected to the activity goals of these courses.

Mathematics & Quantitative Skills (Mathematics)

If offered, MATH 1001, MATH 1101, MATH 1111 and MATH 1113 must be placed in this area. MATH 1113 may also be placed in the STEM area. Institutions may also place MATH/STAT 1401 in the Mathematics area. Other approved courses (e.g., Calculus I) may be placed in this area. See [Section 2.2.1.4](#) for course approval rules.

Math Pathways

The choice of an appropriate mathematics course in the Mathematics area can have important consequences for student progression. This is particularly important for students planning to major in STEM disciplines.

Specific mathematics recommendations for students in various disciplines are listed at https://www.usg.edu/curriculum/mathematics_pathways. Students who take a course in the Mathematics area other than the recommended math course for their majors may later have to take an additional mathematics course outside of the Core IMPACTS requirement to meet mathematics requirements for their majors.

STEM majors (other than Engineering)

Most STEM majors should take Precalculus (MATH 1113) or College Trigonometry (MATH 1112) in the Mathematics area. (At institutions where College Trigonometry (MATH 1112) serves as the prerequisite to Calculus I, College Trigonometry should be considered equivalent to Precalculus.)

Engineering Majors

All Engineering majors and students in all programs at the Georgia Institute of Technology should fulfill the Mathematics area requirement with a calculus course.

Business Majors

Institutions differ widely in their recommendations for the Mathematics area requirement for Business Majors. Students should consult the table on First Math Courses for Business Majors at https://www.usg.edu/curriculum/mathematics_pathways.

Other majors

Students in majors not listed above should consult the Math Pathway recommendations for their majors at: https://www.usg.edu/curriculum/mathematics_pathways

Courses in symbolic logic and math for liberal arts may not be used to meet the Mathematics area requirement.

Most courses that meet the Mathematics requirement are three credit hours. Four credit hour courses taken in this area will yield an extra credit hour that cannot be counted in the Mathematics area. This extra credit hour may be applied to the Field of Study area or general degree requirements outside of the Core IMPACTS framework.

Students who have earned **30 collegiate credit hours** but have not completed the Mathematics requirement must enroll in the course necessary to complete the Mathematics area requirement in every semester in which they take classes.

Political Science and U.S. History (Citizenship)

Courses designed to satisfy the U.S./Georgia history and constitutions requirements (Georgia Legislative Requirements) must be placed in this area. These courses must include analytical, historical, critical and/or appreciative material.

Arts, Humanities, and Ethics

Courses in this area may focus on humanities, fine arts, or ethics. These courses must include analytical, historical, critical, and/or appreciative material.

Communicating in Writing (Writing)

If offered, ENGL 1101 and ENGL 1102 must be placed in this area. Other approved courses may be placed in this area. See [Section 2.2.1.4](#) for course approval rules.

Students who have earned **30 collegiate credit hours** but have not completed the Writing requirement must enroll in the next course necessary to make progress toward completing the Writing area requirements in every semester in which they take classes.

Technology, Mathematics & Sciences (STEM)

Courses in this area may include science, technology, engineering, and advanced mathematics courses. These courses must be introductory and broadly focused. They must be analytic in nature and have a problem-solving component.

All USG institutions require three courses in the STEM area. Typically, the requirement is for two science courses and one course in technology or higher-level mathematics.

The choice of an appropriate courses in the STEM area can have important consequences for student progression. This is particularly important for students planning to major in STEM disciplines or Health Professions. Students who take a course in the STEM area other than the recommended course(s) for their major may later have to take additional courses outside of the Core IMPACTS requirements to meet requirements for their majors.

STEM Area Course Recommendations by Major

Non-STEM	Health Professions, including Nursing	STEM
Students may take any of the science courses offered in this area. Courses with titles beginning with "General" or "Introductory" are usually intended for non-STEM majors.	Students should take a two-semester laboratory sequence in physics, chemistry, or biology.	Students should take two four-hour laboratory science courses in the STEM area.
Students may take any of the courses approved for the STEM area at their institutions as their third STEM course.	The appropriate biology courses are Introductory Biology or Principles of Biology	Science courses titled "Principles of . . ." are designed for STEM majors.
	The appropriate Chemistry courses are the Survey of Chemistry sequence (CHEM 1151-1152), which is designed for health professions majors, or Principles of Chemistry, which is designed for STEM majors.	STEM students may need a higher-level mathematics (above what was taken for the Mathematics requirement) in this area.

Students who take 11 or 12 credit hours in this area may earn extra credit(s) that cannot be counted in the STEM area. This extra credit(s) may be applied to the Field of Study area or general degree requirements outside of the Core IMPACTS framework.

Creative writing and technical communication courses may not be included in the STEM area.

Social Sciences (Social Sciences)

These courses must include analytical, historical, critical and/or appreciative material.

Field of Study

Every institution must offer a path to completing all Field of Study requirements composed exclusively of 1000- and 2000-level courses. Courses at the 3000- or 4000-level may also be offered in the Field of Study area, but neither native nor transfer students may be required to take them.

Field of Study courses may be prerequisites for other Field of Study courses and/or for major courses at higher levels.

In many cases, courses (e.g. Foreign Language courses) that are required for the Field of Study area are also offered in another area, such as the Humanities area. In these cases the required courses must also be offered in the Field of Study area. Unless required of **all** students in the Institutional Priority or Humanities areas, any foreign language courses approved for inclusion in other Core IMPACTS areas must also be included in the Field of Study area for majors requiring foreign languages, so that foreign language courses included in the Core IMPACTS areas do not become required prerequisites for Field of Study courses.

2.2.1.2.4 Prerequisites and Exceptions

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Courses in one Core IMPACTS area may be prerequisites for other courses in that area (e.g., ENGL 1101 is typically a prerequisite for ENGL 1102).

Courses in one Core IMPACTS area may be prerequisites for courses in another Core IMPACTS area, but only with the approval of the Council on General Education. Institutions should be wary of creating course sequences that make it difficult to complete degree requirements. **Exception:** If a course is required in order to complete a Core IMPACTS area, that course may be a prerequisite for a course in another area or for a course outside of the Core IMPACTS areas without the approval of the Council on General Education (e.g., ENGL 1102 may be prerequisite to 2000-level literature courses, since all students are required to take ENGL 1102).

Institutions may require their students to complete appropriate mathematics course requirements before taking science or additional mathematics courses.

Courses in a Core IMPACTS area may be prerequisite to courses outside of the Core IMPACTS framework. When courses that are part of a Core IMPACTS area are prerequisite to courses in the major, institutions must ensure that students are aware that taking a prerequisite course as part of a Core IMPACTS area may speed their progression through the major. Courses in a Core IMPACTS area that are prerequisite to courses in the major must also be listed in the Field of Study area and in the list of courses required for the major. Approval of the Council on General Education is required in order for courses that are prerequisite to the major to be included in a Core IMPACTS area.

2.2.1.2.5 Rules for Change of Major

(Last Modified September 26, 2023) [Report a broken link](#)

Students switching from a non-science major to a STEM or Health Professions major that have already met requirements for courses in any Core IMPACTS area will retain credits earned in that area, but may have additional requirements for their majors that must be met outside of the Core IMPACTS requirements to progress in their majors.

2.2.1.3 Common Course Prefixes, Numbers, Titles, Descriptions, Outlines, and Credit Hours

(Last Modified September 26, 2023) [Report a broken link](#)

Common course prefixes, numbers, titles, descriptions, outlines, and credit hours have been developed to ensure consistency across institutions in lower-level courses that are offered at many institutions across the University System of Georgia and to facilitate and enhance transfer processes.

When a course is listed as a common course, institutions are required to use the specified course prefix, number, title, description, outline, and credit hours. Requests for exceptions must be approved by the Council on General Education and the Executive Vice Chancellor/Chief Academic Officer.

In some cases, institutions may feel that the specified common course description is too scant. Institutions may add to the common course description, as long as the institutional course description starts with the published common course description.

The following are common course prefixes, numbers, titles, and descriptions that all institutions shall use for their programs of study.

Course Prefix and Number	Course Title	Course Description	Course Credits
ACCT 2101	Principles of Accounting I	A study of the underlying theory and application of financial accounting concepts. Link to Common Course Outline	3-0-3
ACCT 2102	Principles of Accounting II	A study of the underlying theory and application of managerial accounting concepts. Link to Common Course Outline	3-0-3
ANTH 1102	Introduction to Anthropology	Course Description Link to Common Course Outline	3-0-3
ANTH 1103	Introduction to Social Anthropology	Course Description Link to Common Course Outline	3-0-3
ANTH 1104	Introduction to Archaeology	Course Description Link to Common Course Outline	3-0-3
ANTH 1105	Introduction to Physical Anthropology	Course Description Link to Common Course Outline	3-0-3
ANTH 1106	Introduction to Cultural Diversity	Course Description Link to Common Course Outline	3-0-3

2.2.1.4 Approval Procedures

(Last Modified September 26, 2023) [Report a broken link](#)

Courses in Core IMPACTS Areas

Each institution will submit new courses proposed for a Core IMPACTS area to the Council on General Education, which will circulate the courses to the relevant Regents' Academic Advisory Committees for input prior to review by the Council on General Education. Proposal forms to add courses to Core IMPACTS areas are linked to the Council on General Education web page (https://www.usg.edu/committees/view/general_education).

Field of Study

Learning outcomes and courses that are authorized for the Field of Study area must be established by the relevant Regents' Advisory Committees (RACs). Institutions must follow RAC guidelines when making changes to Field of Study course requirements for their degree programs. No formal approval process is needed for institutions to add individual courses to their Field of Study areas. The respective RACs must review their Field of Study guidelines and institutional offerings regularly to ensure institutional compliance with the RAC-approved guidelines. RACS will discuss perceived non-compliant Field of Study requirements with the Chief Academic Officer of the impacted

institution. If necessary, the matter will be referred to the University System of Georgia Chief Academic Officer or another Academic Affairs Officer.

Regents' Advisory Committees must follow the process described below when making changes to the learning outcomes and course guidelines for their respective Field of Study areas.

- Proposed changes to Field of Study Learning Outcomes and/or course guidelines must be approved by the respective Regents Academic Advisory Committee and submitted for consideration by the General Education Council.
- Changes to Field of Study Learning Outcomes and/or course guidelines must be approved by the Council on General Education.

The form to be used for making changes to Field of Study Learning Outcomes or Course Guidelines is linked below.

[Form for Proposed Changes to Field of Study Learning Outcomes or Course Guidelines](#)

2.2.1.5 Transfer Rules

(Last Modified September 26, 2023) [Report a broken link](#)

Students in the University System of Georgia (USG) must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institutions.

Students must meet the USG-specified minimum number of hours in each Core IMPACTS area.

Students successfully completing a course in a sending institution's Core IMPACTS area will receive full credit in the equivalent Core IMPACTS area for the course upon transfer to another USG institution as long as the number of credit hours in the Core IMPACTS area at the two institutions is the same.

In cases where the sending and receiving institutions offer unequal amounts of credit, the following rule should be used to determine how to reassign the excess credits from the sending institution's IMPACTS area to the receiving institution's IMPACTS area. If a sending institution has more credits in one area than does a receiving institution, the receiving institution will have more credits in another area than the sending institution. Excess credits in an area at the sending institution should be assigned to an area where the receiving institution has more credits.

Students successfully completing a course in one institution's Field of Study area will receive full credit for the course upon transferring to another USG institution as long as the student retains the same major.

Receiving institutions may require transfer students to complete the requirements as specified for native students. However, the total number of hours required of transfer students for the degree must not exceed the number of hours required of native students for the same major.

Students who wish to take Core IMPACTS or Field of Study courses (including distance learning courses) from a USG institution other than the home institution, either concurrently or intermittently, may receive transient permission to take and receive credit for Core IMPACTS or Field of Study courses satisfying home institution Core IMPACTS or Field of Study requirements.

Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of “C” in Core IMPACTS courses.

Chief Transfer Officer

Each institution will designate a Chief Transfer Officer (CTO) to facilitate the transfer of students within the USG. The CTO must have senior administrative and/or faculty status. The CTO is the contact person for students, faculty, advisors, records and admissions personnel, and academic administrators when problems related to transfer of Core IMPACTS and Field of Study course work across USG institutions occur. However, CTOs should also be proactive and work to develop institutional procedures that minimize transfer problems.

Students with questions or concerns about the transfer of credit between USG institutions should contact the CTO at the receiving institution.

[Chief Transfer Officers](#)

2.2.1.6 Acceptance of Core Coursework and Placement Test Scores from Technical College System of Georgia Colleges

(Last Modified February 26, 2021) [Report a broken link](#)

SOURCES:

[BOARD OF REGENTS POLICY MANUAL 3.3.5 UNIVERSITY SYSTEM AND TECHNICAL COLLEGE SYSTEM OF GEORGIA ARTICULATION](#) EFFECTIVE DATE: 1/2012, Revised: 9/24/2014

According to a January 2012 agreement between the University System of Georgia (USG) and the Technical College System of Georgia (TCSG) known as the “Complete College Georgia Articulation Agreement,” the courses listed in the linked chart will transfer between the USG and TCSG institutions, and comparable placement test results will be honored between systems.

[TCSG USG Course Transfer Chart](#)

The following are guidelines for implementation of the policy.

The Complete College Georgia Articulation Agreement is based on the principles of serving student needs, avoiding duplication of mission, using state resources efficiently, and expanding opportunities for post-secondary attainment in Georgia.

1. USG institutions may create more expansive agreements with local TCSG institutions. This information should be published on the institutional websites.
2. USG institutions must notify System Office of Academic Affairs as soon as possible when discussions begin about potential AS degree articulation agreements with TCSG institutions AND before entering into AS degree articulations with TCSG institutions. TCSG has agreed that AS degrees will be limited in number and meet the following criteria:
 - a. Focused on specific career opportunities associated with a specific local community, i.e., AS in Logistics Management by Savannah Technical College with Georgia Southern University.
 - b. Initiated in regions of the state where the proposed degree is not currently offered by a USG institution, therefore avoiding unnecessary duplication.
 - c. If a USG institution does have the program, consideration of necessary vs. unnecessary duplication will be predicated on the capacity and willingness of the USG institution to offer the degree in the area.

These procedures shall apply to all TCSG degrees with the exception of Nursing.

3. TCSG institutions will not offer AA degrees.
4. USG institutions must notify BOR Office of Academic Affairs prior to establishing expansive articulation agreements that include all TCSG institutions.

This transfer agreement is effective for those students from TCSG institutions:

- who enrolled in any of the courses on the [TCSG USG Course Transfer Chart](#) in January 2012 or later AND
- who meet the minimum requirements for exemption from Learning Support OR have exempted or completed Learning Support requirements at a TCSG institution.

1. TCSG transfer students meeting USG standard admissions criteria are exempt from Learning Support evaluation (see [Board of Regents Policy Manual 4.2.1.1, Freshman Requirements.](#))
2. Students who have taken an Accuplacer test at a TCSG institution and transfer to a USG institution will not be required to take another placement test if they have placement scores recorded on the transcript or have placement test scores securely transmitted from the TCSG institution to a USG institution.
3. Exit from Learning Support at TCSG institutions will be honored at all USG institutions. Students who exempt Learning Support at a TCSG institution but transfer without credit for the core curriculum course may be placed in Learning

Support at the receiving institution based on institutional requirements higher than the USG minimum.

4. USG institutions may individually evaluate TCSG courses other than those listed on the [linked chart](#) and make decisions about acceptance.