

**Guidance Associated with BOR Approval of Revised Policy 3.3.1 on Oct 4 2023 (See companion documents on new BOR policy and Academic and Student Affairs Handbook.)**

## **Guidance for Core IMPACTS: A Refresh of the Core Curriculum**

### **Overview**

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.

<b>Core IMPACTS Mnemonic</b>	<b>Area Shorthand</b>
<b>I</b> nstitutional Priority	Institution
<b>M</b> athematics & Quantitative Skills	Mathematics
<b>P</b> olitical Science and U.S. History	Citizenship
<b>A</b> rts, Humanities & Ethics	Humanities
<b>C</b> ommunicating in Writing	Writing
<b>T</b> echnology, Mathematics, & Sciences	STEM
<b>S</b> ocial Sciences	Social Sciences

The major changes with Core IMPACTS include:

- Using meaningful (as opposed to alphabetical) names for Core IMPACTS areas.
- Establishing systemwide Learning Outcomes for each Core IMPACTS area.
- Establishing systemwide Career-Ready Competencies for each Core IMPACTS area.
- Allowing courses in the Core IMPACTS curriculum to be prerequisite to courses in other areas and outside the core (in addition to the currently permitted practice of allowing a course as a prerequisite within the same area).
- Allowing upper-level courses to be offered as part of the Field of Study (formerly Area F) area.
- Supporting transfer between USG institutions by strengthening the Common Course designations.

The key elements of the refresh of the Core Curriculum are:

1. Reframing the Core Curriculum as Core IMPACTS in seven areas. The refreshed Core Curriculum will be termed Core IMPACTS.

A major goal of the Core Curriculum Refresh is to help students to understand the relevance (IMPACTS) of the courses that make up the Core Curriculum. Referring to the refreshed Core Curriculum as Core IMPACTS is intended to help students see core requirements as more than a checklist, as something that IMPACTS their lives. It can also be used to generate interest and excitement as the elements of the Core Curriculum Refresh are rolled out.

The area titles in the IMPACTS mnemonic vary slightly from the shorthand names of the Core IMPACTS areas. A crosswalk between the Core IMPACTS areas, the shorthand names, and the current core area designations (titles and alphabetical) is provided below:

<b>IMPACTS Mnemonic</b>	<b>Area Shorthand</b>	<b>Current Core Curriculum Areas</b>	<b>Current Alphabetical Designations</b>
<b>I</b> nstitutional Priority	<b>I</b> nstitution	Institutional Options	B
<b>M</b> athematics & Quantitative Skills	<b>M</b> athematics	Quantitative Skills	A2
<b>P</b> olitical Science & U.S. History	<b>C</b> itizenship	Social Sciences	E
<b>A</b> rts, Humanities & Ethics	<b>H</b> umanities	Humanities/Fine Arts, and Ethics	C
<b>C</b> ommunicating in Writing	<b>W</b> riting	Communication Skills	A1
<b>T</b> echnology, Mathematics, & Sciences	<b>S</b> TEM	Natural Sciences, Technology, & Mathematics	D
<b>S</b> ocial Sciences	<b>S</b> ocial Sciences	Social Sciences	E

**2. Removing Alphabet Area A-F designations and using only descriptive titles for all Core IMPACTS areas.**

The Core IMPACTS areas will be defined by their outcomes. The table below shows the mnemonic designation, Area Shorthand, Orienting question, Learning Outcome(s), and Career-Ready Competencies for Core IMPACTS area.

**Systemwide Orienting Questions, Learning Outcomes, and Career-Ready Competencies for Each Core IMPACTS Area.**

<b>Core IMPACTS (Area Shorthand)</b>	<b>Orienting Question</b>	<b>Learning Outcome(s)</b>	<b>Career-Ready Competencies</b>
<b>Institutional Priority (Institution)</b>	How does my institution help me to navigate the world?	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.</li> </ul>	Critical Thinking Teamwork Time Management
<b>Mathematics &amp; Quantitative Skills (Mathematics)</b>	How do I measure the world?	<ul style="list-style-type: none"> <li>Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.</li> </ul>	Information Literacy Inquiry and Analysis Problem-Solving
<b>Political Science and U.S. History (Citizenship)</b>	How do I prepare for my responsibilities as an engaged citizen?	<ul style="list-style-type: none"> <li>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.</li> </ul>	Critical Thinking Intercultural Competence Persuasion
<b>Arts, Humanities &amp; Ethics (Humanities)</b>	How do I interpret the human experience through creative, linguistic, and philosophical works?	<ul style="list-style-type: none"> <li>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.</li> </ul>	Ethical Reasoning Information Literacy Intercultural Competence
<b>Communicating in Writing (Writing)</b>	How do I write effectively in different contexts?	<ul style="list-style-type: none"> <li>Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.</li> <li>Students will appropriately acknowledge the use of materials from original sources.</li> </ul>	Critical Thinking Information Literacy Persuasion

		<ul style="list-style-type: none"> <li>• Students will adapt their written communications to purpose and audience.</li> <li>• Students will analyze and draw informed inferences from written texts.</li> </ul>	
<b>Technology, Mathematics &amp; Sciences (STEM)</b>	How do I ask scientific questions or use data, mathematics, or technology to understand the universe?	Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.	Inquiry and Analysis Problem-Solving Teamwork
<b>Social Sciences (Social Sciences)</b>	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

### **Core IMPACTS: Orienting Questions**

These are broad questions (shown in the table above) that are intended to orient students to what is covered in each Core IMPACTS area and to pique student interest. They are not intended to form a basis for assessment.

### **Core IMPACTS: Learning Outcomes**

Systemwide Learning Outcomes have been developed for each Core IMPACTS area. The systemwide Core IMPACTS Learning Outcomes have intentionally been defined broadly, so that existing institutional courses and learning outcomes will fit within the systemwide Learning Outcomes. In the future, the Council on General Education will only consider whether courses fit the systemwide Core IMPACTS Learning Outcome(s) for an area when evaluating whether to approve courses for inclusion in an IMPACTS area.

The list in the table above shows the systemwide Learning Outcomes for each Core IMPACTS area. These are intended to form the basis for assessment.

Four Learning Outcomes are provided for the Core IMPACTS Writing area (but not for the other areas) because the course offerings for Writing Outcomes (ENGL 1101, ENGL 1102) are standard across all USG institutions, and common outcomes across USG institutions already exist.

### **Core IMPACTS: Career-Ready Competencies**

Career-Ready Competencies are broad transferable skills that go beyond the content of specific courses. Although courses in the Core Curriculum already address Career-Ready Competencies to a great extent, responsibility for cultivating Career-Ready Competencies will be explicitly assigned to courses in each Core IMPACTS area. It is expected that

students will develop these competencies through taking these courses. The Career-Ready Competencies assigned to each Core IMPACTS area are listed in the table above.

The Career-Ready Competencies are developmental competencies that cannot be expected to be achieved by taking a single course. It is expected that the Career-Ready Competencies will be integrated with and developed in parallel to the Learning Outcomes for the area.

Although our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) focuses on Academic Learning Outcomes, our stakeholders and employers are vitally interested in these Career-Ready Competencies and want to know that they are being cultivated within the Core Curriculum. The goal is to ensure that students have a chance to develop these competencies within the context of Core Curriculum courses, as well as to label them so that students *know* that they have had the opportunity to develop these competencies.

### **Ensuring that Core IMPACTS Orienting Questions, Learning Outcomes, and Career-Ready Competencies are incorporated in all Core Courses**

Core IMPACTS Orienting Questions, Learning Outcomes, and Career-Ready Competencies must become centerpieces of Core IMPACTS courses and must be clearly listed in the syllabus for each instance of a Core IMPACTS course. Sample syllabus statements have been provided. 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 Core IMPACTS Career-Ready Competencies through their participation in the courses.

### **3. Changing the prerequisite rule for Core IMPACTS courses**

The changed “prerequisite rule” has the following key points:

- 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).
- 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.

While institutions may allow courses in Core IMPACTS to be prerequisite to courses outside of Core IMPACTS, they may not **require** students to take courses that are prerequisite for major courses to fulfill Core IMPACTS requirements.

Students who pass Core IMPACTS area courses will receive credit for meeting Core IMPACTS area requirements even when the course taken is not appropriate for the students' major.

Institutions, however, will still be allowed to determine prerequisites for courses in the major. They should advise students how course choice in Core IMPACTS can speed their progression through the major.

#### **4. Bolstering the Common Course system**

The System will ensure that institutions are using the common prefixes, numbers, titles, and course descriptions for courses that have common prefixes and numbers and that uniform credits are associated with all common-numbered courses. Courses with common prefixes and numbers are listed in the (current) [Academic and Student Affairs Handbook, Section 2.4.10](#).

#### **5. Allowing upper-level courses to be included in the Field of Study area**

Institutions will be allowed to offer (but not to require) 3000- or 4000-level courses in the Field of Study area, so long as students can also complete their Field of Study requirements without taking 3000- or 4000-level courses.

#### **6. Preserving the current 60 transferable hours**

An important goal will be to preserve the current 60 transferable hours. (42 transferable hours from Core IMPACTS areas and 18 credit hours from the Field of Study area.)

When students transfer between USG institutions, all Core IMPACTS course credits must transfer to the equivalent Core IMPACTS areas and Field of Study area (the latter applies only when students do not change majors).

#### **7. Adopting common systemwide cut scores and credit recommendations for AP and CLEP test scores.**

The System Office recommends (but does not mandate) that all institutions follow [American Council on Education \(ACE\)](#) recommendations for cut scores and credit based on AP and CLEP tests. This will enhance perceptions that the institutions within the system are consistent, predictable, and transparent in their awarding of credit by examination and will solve a long-standing problem with transfer of credits earned by examinations.

# FAQs for Core IMPACTS: A Refresh of the Core Curriculum

## 1. How is the Core IMPACTS different from the existing Core Curriculum?

IMPACTS is a mnemonic for the core curriculum, as shown in the table below.

<b>Core IMPACTS Mnemonic</b>	<b>Area Shorthand</b>
<b>I</b> nstitutional Priority	Institution
<b>M</b> athematics & Quantitative Skills	Mathematics
<b>P</b> olitical Science and U.S. History	Citizenship
<b>A</b> rts, Humanities & Ethics	Humanities
<b>C</b> ommunicating in Writing	Writing
<b>T</b> echnology, Mathematics, & Sciences	STEM
<b>S</b> 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, graduate faster, and be better prepared for their eventual careers.

The hope is that the revised framework will “make sense” to students and remove some of the restrictions that currently make it difficult for students to navigate the Core Curriculum and transition smoothly into their majors.

The major changes with Core IMPACTS include:

- Using meaningful (as opposed to alphabetical) names for Core IMPACTS areas.
- Establishing systemwide Learning Outcomes for each Core IMPACTS area.
- Establishing systemwide Career-Ready Competencies for each Core IMPACTS area.
- Allowing courses in the Core IMPACTS curriculum to be prerequisite to courses in other areas and outside the core (in addition to the currently permitted practice of allowing a course as a prerequisite within the same area).
- Allowing upper-level courses to be offered as part of the Field of Study (formerly Area F) area.
- Supporting transfer between USG institutions by strengthening the Common Course designations.

## 2. Will the “IMPACTS” mnemonic determine the order of Core IMPACTS areas?

Yes. IMPACTS will be the order of areas in all charts and written communication. However, advising programs and advisors should ensure that students register first for Communicating in Writing (Writing) and Mathematics and Quantitative Skills (Mathematics) because it is important that students take these early on, and because of the 30-hour rule. Program maps

should be used to show that these courses should be taken early on in students' academic careers.

### 3. What is the timeline for the Core Curriculum Refresh?

Institutions should start making these changes as soon as they are able. We anticipate a soft launch of Core IMPACTS in Spring 2024, with a full launch in Fall 2024.

As soon as the changes to the Board of Regents Core Curriculum policy are approved institutions should:

- implement a communication plan to ensure that advisors, faculty members and administrators are aware of the changes with Core IMPACTS,
- initiate making appropriate changes to the Core Curriculum sections of their academic catalogs,
- begin updating programs of study,
- begin making appropriate changes to Banner and to scribing in DegreeWorks,
- provide training to faculty, advisors, and administrators on understanding and implementing the Core IMPACTS (the System Office will also support training efforts)

By Spring 2024

- The required syllabus statements should be included in the syllabus for every Core IMPACTS course

By Fall 2024

- Core IMPACTS should be fully implemented at USG institutions.

### 4. How will institutional governance structures play a role?

In large part, the proposed changes with Core IMPACTS are changes in the names we give to core areas. There are no changes mandated in what courses can go in each area. The systemwide Learning Outcomes are broadly written, so that existing institutional outcomes should fit within the systemwide outcomes; and existing courses in an area should fit within the renamed core area. Given all of this, we do not think that an institutional governance review is needed, especially as the changes being made are per revised Board policy, which needs to be followed. If institutions choose to institute a review, it should be conducted expeditiously so that there is sufficient time to implement the required changes.

### 5. Should we assume that the credit hours within each Core IMPACTS area will remain the same?

Yes, except for two minor changes that do not actually change the credit hour requirements. 1) Currently, USG Core Curriculum Policy splits Area A into Area A1, Communication Skills, and Area A2, Quantitative Skills. We have kept the distinction between these two areas, as well as the associated credit hours, but renamed them Communicating in Writing (Writing) and Mathematics and Quantitative Skills (Mathematics). 2) Currently at least 6 credit hours are required for "Social Sciences," which includes the Georgia Legislative requirement. To reinforce the legislative requirement for U.S. and Georgia History and Constitution, we are now splitting up the existing 6 Social Sciences credits into a minimum of 3 credit hours for Political Science and U.S. History (Citizenship) and 3 credit hours for Social Sciences



(Social Sciences). This change only makes explicit the already established practice (following the legislative requirement) of having at least 3 credits of Citizenship.

6. Will there be a possibility of having one course that fulfills both the U.S. and Georgia History and U.S. and Georgia Constitution requirements (that make up the Georgia Requirements)?

Yes. This arrangement already exists at four USG institutions ([https://www.usg.edu/curriculum/georgia\\_legislative\\_requirements](https://www.usg.edu/curriculum/georgia_legislative_requirements)) and will continue to be permitted.

7. Where were the Core IMPACTS: Career-Ready Competencies drawn from?

We reviewed the American Association of Colleges and Universities (AAC&U) Value Rubrics, the National Association of Colleges and Employers (NACE) list, the “Soft Skills” listed in O\*Net, and lists of desired employability skills from surveys of Georgia employers. Our limited list of Career-Ready Competencies was derived from these lists and filtered by what seemed appropriate to embed in core courses. Many of these skills are already being delivered in the core curriculum but making them explicit helps faculty specify what they’re teaching, and helps students understand the value of what they are learning, regardless of the careers that they pursue.

8. How do the various Core IMPACTS Career-Ready Competencies align with the Learning Outcomes for each area?

The Core IMPACTS Career-Ready Competencies are not intended to have a 1:1 alignment with the Core IMPACTS Learning Outcomes, though the competencies are broadly aligned (e.g., a Writing course helps develop a “persuasion” competency, while a Math course helps develop a “problem-solving” competency). A list of Career-Ready Competencies was created using the process described above. The decision was made to assign no more than three Career-Ready Competencies to courses in any Core Impacts area.

9. Could institutions work from the list of Career-Ready Competencies and flexibly require each Core IMPACTS course to incorporate two or three of these competencies?

No. That would defeat the purpose of having a minimum set of competencies delivered in each course. Moreover, uniformity helps with the transfer of core course credits between institutions. It is important to standardize the Career-Ready Competencies across institutions so that when students transfer course credits, receiving institutions will have assurances that the assigned Career-Ready Competencies have been developed in the transferred courses.

10. How will the accomplishment of the Core IMPACTS: Career-Ready Competencies be assessed?

The Career-Ready Competencies are developmental competencies that cannot be expected to be mastered by taking a single course, but each course needs to play a significant part in developing that mastery. For the most part, faculty are already contributing to developing such competencies. However, we need to ensure that this is happening in all core courses, and that the value is being made explicit to students taking those courses, so that they feel better prepared for the majors and careers that they will eventually pursue. Assessment of Career-Ready Competencies will require a phased approach. The eventual goal will be to

assess the outputs - whether the competencies have actually been acquired by students. However, before we get to output metrics, it is important to measure input metrics—whether the competencies are being taught. Therefore, the first step will simply be to ensure that faculty highlight Career-Ready Competencies (along with Learning Outcomes) in each syllabus, and also highlight it in their teaching practices.

We have developed a series of standard syllabus statements for courses in each Core IMPACTS area. These must be incorporated into the syllabi for all sections of these courses. The syllabus statements will explain the role that this course plays in the Core IMPACTS framework, the Learning Outcomes that students are expected to meet as a result of taking this course, and the Career-Ready Competencies that should be developed by taking this course.

11. The Guidance document specifically calls out the reason for multiple Learning Outcomes for Writing. Is the intent that institutions will create additional outcomes for the other areas? Or will we only be assessing one systemwide Learning Outcome for each of the other areas? If institutions add additional Learning Outcomes for the other areas, how does that affect transferability?

There is no intent or need for institutions to create additional Core IMPACTS Learning Outcomes for other areas. The system learning outcomes are very broad, and current learning goals at institutions broadly fit already. If institutions modify their learning outcomes, it is important that all outcomes fit within the system-specified Learning Outcomes, and do not go beyond those outcomes. Doing so may impede course transfer.

Institutions will make their own assessment decisions, but the intent is that the system-specified Learning Outcomes will form the basis for assessment of learning in each Core IMPACTS area.

Course transfer will be by area, as is currently the case. Courses that meet the system-specified Learning Outcomes for an area must be granted transfer credit in that area by receiving institutions. Receiving institutions may not deny transfer credit based on perceived mismatches between any added Learning Outcomes at sending and receiving institutions.

12. Can institutions break the Core IMPACTS areas into sub-sets of courses?

Yes, institutions may break the course requirements in Core IMPACTS areas into sub-sets of courses, as many currently do (e.g., choose one course from one sub-set and another course from another sub-set to meet the requirements of an area). However, since institutions vary in the way they group course requirements, this must not impede course transfer. On transfer, courses that have been assigned to any sub-set of a Core IMPACTS area at a sending institution must be granted credit in the same Core IMPACTS area at a receiving institution, regardless of whether the two institutions break the area into the same sub-sets or not.

All courses within a Core IMPACTS area must meet the systemwide Learning Outcome for the area, regardless of how courses are grouped.

13. Will the Council on General Education review Core Curriculum courses to determine whether the contents address the Core IMPACTS Learning Outcomes?

The Core IMPACTS Learning Outcomes were based on review of existing approved institutional Learning Outcomes for each Core IMPACTS area (formerly Areas A-E.) These Learning Outcomes have been written broadly so that most existing institutional outcomes fit within the Core IMPACTS Outcomes. This means that, in theory, existing courses will not need any significant changes to meet the Learning Outcomes for the Core IMPACTS areas, thus obviating the need for the Council on General Education to reassess all previously approved courses, though the Council may choose to conduct checks as needed. Moreover, it is the responsibility of institutions to ensure that their existing courses effectively address the Core IMPACTS Learning Outcomes for the areas to which they are assigned. Institutions should develop their own processes for reviewing syllabi to ensure fit with the Core IMPACTS Learning Outcomes and to ensure that the Core IMPACTS Career-Ready Competencies are developed in the courses. A primary mechanism for doing this will be to ensure that the required syllabus statements are included in the syllabus for each course that is part of Core IMPACTS.

New courses proposed for Core IMPACTS areas will continue to require full review by the Council on General Education to ensure that they address the systemwide Learning Outcomes for the proposed area.

14. How will courses for the “Institutional Priority” area be approved?

Institutional Priority courses must nest within the framework provided by the Core IMPACTS Learning Outcome for the Institutional Priority area. Institutional Priority courses will not require separate re-approval. It will be each institution’s responsibility to ensure that all courses approved for what is currently called Area B (Institutional Options) are appropriate for the systemwide Learning Outcome for the Core IMPACTS Institutional Priority area.

15. Will any of the changes in the refresh of the Core affect institutional reporting, particularly as federal financial aid only pays for courses approved for the Course Plan of Study (CPOS).

We believe that the refreshed Core does not negatively affect students in terms of CPOS and financial aid. However, in general, institutions should keep these in consideration when making any changes to the courses that count toward the Core.

16. Does the change in the prerequisite rule allowing Core IMPACTS courses to be prerequisite to courses in the major mean that programs could require students to take particular courses in the major as part of the Core IMPACTS requirements?

No. **All** courses listed for a particular Core IMPACTS area will meet the requirements for that Core IMPACTS area. However, not all courses listed for a particular Core IMPACTS area will meet prerequisite requirements for courses in a specific major. Programs may not require students to take particular courses to get credit for fulfilling Core IMPACTS area requirements (e.g., students majoring in STEM disciplines should get credit for meeting the course requirements for the STEM area, even if the courses they take do not meet the course requirements for STEM majors). Programs may still, however, require certain courses as prerequisites to courses in the major and they should advise students of the advantages of taking courses in the Core IMPACTS areas that satisfy both area requirements and prerequisite requirements for the major. The Council on General Education must approve allowing courses in a Core IMPACTS area to be prerequisite to courses outside the Core.

17. Who will determine what credit hours should be associated with common-numbered courses?

There is a relatively small subset of common-numbered courses where the credit hours differ across institutions. Regents Advisory Committees, working with the Council on General Education, will be asked to review the discrepancies and make standard credit recommendations for the common-numbered courses. In the future, the table of common-numbered courses in the Academic and Student Affairs Handbook will include standard course credits for each common-numbered course.

18. What is the impact of allowing upper-level courses in the Field of Study area (formerly Area F) on transferability?

Institutions will be allowed to offer upper-level courses in the Field of Study area, but will not be required to do so, nor may institutions **require** students to take upper-level courses to meet course requirements in the Field of Study area. Each institution must offer a pathway to complete the Field of Study requirements that does not require students to take upper-level courses in the Field of Study area.

As is currently the case, the guarantee of transfer credit for Field of Study courses only applies if students transfer within the same major.

In terms of transfer, courses that meet the Field of Study requirements at the sending institution must be credited toward meeting the Field of Study requirements at the receiving institution so long as students do not change majors. Transfer students, as with other students, may not be required to have taken upper-level courses in order to meet Field of Study course requirements.

19. Is Field of Study still going to be coordinated by the USG?

Field of Study requirements are developed and managed primarily by Regents' Advisory Committees (RACs) and approved by the Council on General Education. Once these requirements have been developed by the appropriate RACs and approved by the Council on General Education, it is expected that Field of Study requirements for each major at each USG institution will fit within the framework developed by the appropriate RAC. This will not change.

20. Are there currently 60 transferable hours in the Core Curriculum/Core IMPACTS Framework?

There are 42 credit hours in the Core IMPACTS framework, all of which are transferable.

There are 18 credit hours in the Field of Study area, which are also transferable as long as students do not change majors.

So, yes, 60 transferable hours, but only 42 of these are in Core IMPACTS areas.

21. The System Office recommends that all institutions follow American Council on Education (ACE) recommendations for credit recommendations and cut scores for AP and CLEP tests.

Is this a recommendation only, allowing institutional flexibility as to whether to award academic credit and, if so, for what scores and courses?

It is a recommendation, not a mandate at this point. All USG institutions are strongly encouraged to follow the ACE recommendations for cut scores and credit to be awarded based on AP and CLEP tests. To facilitate this, the System Office has prepared a summary chart of ACE (and USG) recommendations for cut scores and credit to be awarded based on AP and CLEP tests.

# Sample Syllabus Statements for Core IMPACTS Courses

## Template

**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 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.]

## Examples for Core IMPACTS areas

### Institutional Priority (Institution)

#### **COMM 1110 PUBLIC SPEAKING**

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

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

This course should direct students toward a broad Orienting Question:

- How does my institution help me to navigate the world?

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

- Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.

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

- Critical Thinking
- Teamwork
- Time Management

## Mathematics and Quantitative Skills (Mathematics)

### MATH 1001 QUANTITATIVE REASONING

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

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

This course should direct students toward a broad Orienting Question:

- How do I measure the world?

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

- Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms.

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

- Information Literacy
- Inquiry and Analysis
- Problem-Solving



## Political Science and U.S. Constitution (Citizenship)

### **POLS 1101 AMERICAN GOVERNMENT**

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

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

This course should direct students toward a broad Orienting Question:

- How do I prepare for my responsibilities as an engaged citizen?

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

- 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.

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

- Critical Thinking
- Intercultural Competence
- Persuasion

## Arts, Humanities & Ethics (Humanities)

### ARTS 1100 ART APPRECIATION

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

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

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

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

- 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.

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

- Ethical Reasoning
- Information Literacy
- Intercultural Competence

## Communicating in Writing (Writing)

### ENGL 1101 ENGLISH COMPOSITION I

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

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

This course should direct students toward a broad Orienting Question:

- How do I write effectively in different contexts?

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

- 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.

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

- Critical Thinking
- Information Literacy
- Persuasion

## Technology, Mathematics & Sciences (STEM)

### CHEM 1101 INTRODUCTORY CHEMISTRY

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

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

This course should direct students toward a broad Orienting Question:

- How do I ask scientific questions or use data, mathematics, or technology to understand the universe?

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

- Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.

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

- Inquiry and Analysis
- Problem-Solving
- Teamwork

## Social Sciences (Social Sciences)

### PSYC 1101 INTRODUCTION TO GENERAL PSYCHOLOGY

**This is a Core IMPACTS course that is part of the Social Sciences area.**

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

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

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

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

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

- Intercultural Competence
- Perspective-Taking
- Persuasion