
https://www.usg.edu/academic_affairs_handbook/section2/C738

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

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.

athematics & Quantitative Skills	Mathematics

Political Science and U.S. History	Citizenship
Arts, Humanities & Ethics	Humanities
Communicating in Writing	Writing
Technology, Mathematics, & Sciences	STEM
Social 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.

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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:

Institutional Priority	Institution	At least 3 credit hours
Mathematics &		

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 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, ug

The Orienting Questions, Learning Outcomes, and Career

<p>Technology, Mathematics & Sciences (STEM)</p>	<p>How do I ask scientific questions or use data, mathematics, or technology to understand the universe?</p>	<p>Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena.</p>	<p>Inquiry and Analysis Problem-Solving Teamwork and Collaboration -5.935</p>
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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

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.

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.

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.

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.

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.)

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

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.

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 _____ 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.

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.

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

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 _____ 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.

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

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	
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	which is designed for STEM majors.	
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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.

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

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 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.

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

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. 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

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

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.

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](#)

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

[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

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.
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