3.3 Curriculum

3.3.1 Core Curriculum

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution are fully transferable to another USG institution.

Each institution's core curriculum shall consist of 60 semester hours, 42 hours in Areas A-E and 18 hours in Area F, as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Communication Skills</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>A2</td>
<td>Quantitative Skills</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>B</td>
<td>Institutional Options</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>C</td>
<td>Humanities/Fine Arts, and Ethics</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>D</td>
<td>Natural Sciences, Mathematics, and Technology</td>
<td>At least 7 semester hours*</td>
</tr>
<tr>
<td></td>
<td>*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Social Sciences</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>F</td>
<td>Lower Division Major Requirements</td>
<td>18 semester hours</td>
</tr>
</tbody>
</table>

The specific learning outcomes for areas A through E of an institution's core curriculum are approved by the Council on General Education.

In addition to Areas A-E, three additional learning goals, US perspectives, Global Perspectives, and Critical Thinking are added to the core. US perspectives and global perspectives are overlay requirements and each institution must designate some courses in Areas A-E that satisfy these learning requirements. Each institution must also develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills. Courses designated as meeting the US perspectives and global perspectives overlay requirements, and institutional critical thinking plans, must be approved by the Council of General Education.

Students completing any core curriculum course will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process.
3.3.2 Learning Support Programs

Each institution that admits students required by USG policy to enroll in Learning Support courses before or as they attempt core curriculum courses shall have a separate department or division for meeting the academic needs of such students. The program shall be designed, at a minimum, to meet the specific needs of students who, according to USG placement standards, must enroll in Learning Support. Institutions may set higher standards for placement, and the program may include other learning support components.

Each such department or division shall have its own budget and staff and shall report directly to the chief academic officer or to his/her designee.

The USG chief academic officer will issue administrative procedures regarding the operation of these programs (BoR Minutes, 1972-73, pp. 533-37; 1978-79, p. 162; 1982-83, pp. 119-21, 1986-87, p. 102; 1992-93, p. 241; Feb., 2007, p. 37).

3.3.3 Instruction Offered Externally

The USG will strive to provide educational opportunities sufficient to meet the needs of the state and the demands of Georgia citizens. USG institutions are encouraged to explore the possibility of external course and degree program offerings to meet these needs. The following policies will govern the operations of all USG external undergraduate and graduate credit offerings.

The Board of Regents recognizes two categories of external offerings: off-campus instruction and distance education. Off-campus instruction is defined as traditional face-to-face classroom instruction that occurs at a location away from the home premises of the institution. Distance education is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place and the instruction is delivered using technology.

Institutions wishing to offer courses and/or degree programs externally must adhere to the guidelines, criteria, and nomenclature contained in the document entitled *External Instruction in the University System of Georgia: Policies and Procedures*, as adopted by the Board of Regents on February 2, 2005, and as thereafter amended. This document is maintained in the Academic Affairs Handbook.

The designation of an off-campus instructional location as a campus, center, or consortium requires approval by the Board of Regents through its Committee on Academic Affairs.

It is desirable in most instances to have the closest qualified institution respond to off-campus credit course needs. In cases where requests for services exceed the qualifications or ability of the closest institution, attempts should be made to have such requests met by other qualified USG institutions. Prior to the offering of off-campus course work, the president of the institution proposing such work will notify the president(s) of any other USG institution(s) located in closer geographic proximity to the site proposed for the off-campus course work. In the event the involved institutions are unable to arrive at a mutual agreement on the offering of off-campus credit courses, the issues will be referred to the Chancellor for final resolution (BoR Minutes, February 2005; February 2007).

3.3.4 United States and Georgia History and Constitutions

All colleges and universities sustained or in any manner supported by public funds shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia, and no undergraduate student in any college or university shall receive a certificate of graduation or a degree without successfully completing course work or previously passing a satisfactory examination on the history of the United States and the history of Georgia, and upon the provisions and principles of the United States Constitution and the Constitution of Georgia (Acts 1975, pp. 1140, 1141).

3.3.5 Collaboration Between the USG and the Technical College System of Georgia (TCSG)
The State of Georgia is best served by strong systems of technical and university education, each with a distinctive and non-duplicative mission, and both supporting academically sound movement of students between the systems. Such a structure extends the separate systems by building bridges so that students can use both systems.

### 3.3.5.1 Relationship Between the Two Systems

The relationship between the two systems is based on three principles.

**Student Needs**

The needs of the students will come first. Movement between the two systems is encouraged to meet the changing needs and goals of students who have the preparation to follow such a move, whether registering for a single class or transferring into another program.

**Distinctive Missions**

Each system retains a distinctive mission of its own.

The TCSG mission is to contribute to the economic and workforce development of Georgia by providing quality adult literacy education, continuing education, customized business and industry training, and technical and occupational education at the certificate, diploma, and associate degree levels.

The USG mission is to contribute to the cultural, economic, and social advancement of Georgia by providing first-rate collegiate general education and academic programs leading to pre-baccalaureate, baccalaureate, master’s, professional, and doctoral degrees; by contributing to leading-edge basic and applied research, scholarship, and arts; and by bringing these resources to bear on committed public service.

In keeping with their different missions, the programs offered through the TCSG are designed to prepare students for specific and immediately productive occupations and jobs, whereas USG programs are designed to maximize long-term civic leadership and career advancement for middle managers, executives, and practitioners of the traditional professions (e.g., medicine, law, teaching, and engineering).

**Cooperative Agreements**

Within broad parameters, cooperative agreements between the two systems will be negotiated with a view to particular local situations.

Both pre-baccalaureate and occupational educational needs are currently being well served in various ways in certain parts of the state: by a single institution offering jointly funded programs in some communities, by two institutions (one from each system) in other communities, and by one institution that imports particular courses from the other system in yet other communities. Depending on the pragmatic strengths of the institutions involved, any of these patterns of collaboration can be effective and should be encouraged.

It is recognized that both systems should continue to offer continuing education programs. However, the intent of this agreement is that each system should focus its continuing education activities on areas appropriate to its mission, as described in this section.

### 3.3.5.2 General Policy Directives

All policies governing the relationships between the two systems will derive from the principles of serving student needs, maintaining mission distinctiveness, and expanding collaborations. They will therefore follow these general policy directives.

**Cooperation in Preparing Students for Postsecondary Education**

The two systems will work cooperatively to help high school students, as well as nontraditional students, make the most appropriate postsecondary choices to meet their needs, given their preparation and goals. Generally, a student who expects to pursue occupational programs to bring training to the workforce at the earliest possible time should begin at a technical college or at a USG college division designated by the two systems for the purpose of offering occupational programs.

**Theoretical Versus Applied Courses**

In general, USG institutions will provide theoretical general education courses, which are delineated by the Regents core curriculum, and the technical colleges will provide applied general education courses as required by applicable accreditation standards for Associate of Applied Technology (AAT) degree programs in occupational areas.

Theoretical and liberal arts general education courses are defined as those courses that are designed to have general application across many academic disciplines and serve as a broad preparation for baccalaureate degrees.

Applied general education courses are defined as those courses that are specifically designed to provide the necessary general education portion of applied technology degrees. Diploma and certificate courses typically have more emphasis on applications of principles than do their collegiate, theoretical counterparts, and are offered at the level of specificity
appropriate to immediate job entry.

Technical colleges are authorized to offer the AAT degree, and they will teach only applied general education courses essential to the AAT programs they offer. They shall not expand their education offerings merely to add options for students; rather, students should be encouraged to seek options provided through courses provided by USG institutions.

Institutions in Same Community
Where the TCSG and the USG both have institutions in the same community, the TCSG institution will provide job-entry occupational instruction (including certificates, diplomas, and associate degrees designed primarily for immediate job entry rather than preparation for a baccalaureate degree), unless the two institutions mutually agree that a particular occupational program is best offered at the USG institution because of an established programmatic strength or because the program provides a foundation for baccalaureate study, or that it should be offered at both institutions because of particularly pressing state needs (e.g., in allied health fields).

Where both systems share institutions in the same community and the TCSG offers an Associate of Applied Technology degree but it is not involved in a cooperative Associate of Applied Sciences degree, the TCSG institution will cross-list the core curriculum courses offered by the USG institution. The USG will be the only system to offer liberal arts general education courses. The essential skills courses in English and mathematics may be taught by both the USG and TCSG.

Institutions generally serving the same population should jointly develop collaborative efforts to meet the education and training needs of the area utilizing the strengths of each institution. In the event institutions cannot resolve issues locally, the Georgia Postsecondary Education Coordinating Council (GPECC) will recommend to the USG Chancellor and DTAE Commissioner a negotiated outcome based on its procedures.

Technical colleges offering AAT degrees will develop cross-lists of courses offered at nearby USG institutions that can substitute for required applied general education courses and will make this information available to students. All institutions will be encouraged to publish comparable lists.

Cooperative Associate of Applied Science (AAS) Degrees
Where both systems have institutions in the same community, they will encourage cooperative Associate of Applied Science (AAS) degree programs that prepare both for immediate occupational employment and for baccalaureate study. TCSG students in such programs will not be required to complete more general education than the minimum standards set by the Southern Association of Colleges and Schools for credits to be taught by the degree-granting institution, unless professional accreditation standards for the particular program require additional related academic studies.

As needed to serve students, cooperative AAS programs shall be developed jointly by TCSG and USG institutions. The number of hours of general education required for AAS cooperative degrees shall range from twenty-one (21) to twenty-four (24) semester credit hours, but shall normally be no less than twenty-one (21) semester credit hours or 25% of the total degree requirements, whichever is greater (not including institutional health and physical education and military science requirements). However, programs having specialized accreditation and/or licensure criteria may require a higher number of general education hours. All current and future programs will be reviewed for compliance with this guideline.

Institutions should work cooperatively to meet the needs of technical college diploma graduate students who move from other areas of the state and who wish to obtain a cooperative AAS degree. For example, USG institutions might ask local technical colleges to validate student completion of a program of study that is included in the agreement between the local USG institutions and technical colleges.

Transfer of General Education Courses from TCSG to USG Institutions
Apart from cooperative programs and essential skills courses in English and mathematics, there will not be an automatic assumption that general education courses will transfer from TCSG institutions to USG institutions. Each system will encourage its institutions to avoid unnecessary duplication by evaluating additional courses and programs in the other system for cross-listing or transfer on a case-by-case basis (i.e., course by course, depending on the student's program).

USG institutions will accept the following core courses for transfer from TCSG institutions accredited by the Commission on Colleges of the Southern Association of Colleges and Schools:

1. Introduction to Mathematical Modeling - MATH 1101 (USG)/MAT 190 (TCSG)
2. College Algebra - MATH 1111 (USG)/MAT 191 (TCSG)
3. Pre-calculus - MATH 1113 (USG)/MAT 194 (TCSG)
4. Composition I - ENGL 1101 (USG)/ENG 191 (TCSG)
5. Composition II - ENGL 1102 (USG)/ENG 193 (TCSG)

This agreement is effective for students who enroll in English and mathematics courses beginning January 2002 and who have met the requirements, including the minimum test score requirements agreed to by TCSG and the USG, for exemption or exit from developmental studies/learning support.

2+2 Programs
Both systems will support the development by individual institutions, on a pilot basis, of 2+2 programs between associate degree programs in occupational areas and closely related baccalaureate degree programs. The USG institution in any such program will determine which associate-level occupational courses will be accepted towards major or elective requirements for the baccalaureate.

Because there are many different student and program circumstances, not all 2+2 programs will be completed in as few as four (4) years.

**New USG or TCSG Services**

Where a community has significant, documented need for new TCSG or USG services, the two systems will work cooperatively to meet those needs. Nearby institutions should inform one another of programmatic initiatives prior to submitting them for governing board approval.

**Jointly Funded Vocational Divisions**

In communities currently being served for occupational programs by a jointly funded vocational division at a USG institution, the two systems will continue jointly to support and enhance those programs. These USG institutions are:

1. Bainbridge College
2. College of Coastal Georgia
3. Clayton State University
4. Dalton State College

Furthermore, the TCSG will not establish new institutions or branches in the primary service area of these four USG institutions, since the occupational program needs are being met collaboratively.

In the service area of the four USG institutions with vocational divisions, those institutions will provide all TCSG-related services.

**Existing Technical College Admitted to a State System**

Any existing technical college that is not currently, but wishes to be, within a state system should first apply to the TCSG.

**Sharing Facilities**

Wherever feasible and cost-effective, the TCSG and the Board of Regents encourage institutions to share facilities.

**Joint Feasibility Study on Course Transfer Agreements**

The TCSG and the USG will embark on a joint feasibility study toward developing information matrices on all course transfer agreements, to be continuously updated and made computer-accessible to students.

**Joint Council on USG/TCSG Collaboration**

The TCSG and the USG will establish a small joint council consisting of senior administrators from both systems and from their institutions. This council will develop the specific details of implementation, monitor the terms of this agreement, and pro-actively seek areas of collaboration.

**Joint Data Collection**

The TCSG and the USG will jointly undertake the collection of data on student experience and success in moving between the two systems (BoR Minutes, December 1994, p. 26).

### 3.3.6 Associate Degrees

#### 3.3.6.1 Transfer Degrees

All A.A. and A.S. degrees shall be transfer degrees leading to the baccalaureate degree, with the area of study determining which degree is awarded. Other than the distinction between the A.A. and A.S. designation, these degrees carry no indication of the student’s area of study (major). Absent the approval of the USG chief academic officer, no A.A. or A.S. degree program shall exceed sixty (60) semester credit hours, exclusive of physical education activity/basic health, orientation, or pre-secondary education course hours that the institution may require (BoR Minutes, 1986-87, p. 370; December 1995; February 2005).

#### 3.3.6.2 Career Degrees

Career degrees include the Associate of Applied Science (A.A.S.) and Associate of Science in allied health areas (A.S. in designated fields).

Career degrees may be awarded for the completion of two-year collegiate programs designed to prepare students for
immediate employment. Selected courses included in these programs may be used for transfer credit. The following are the minimum requirements for career degrees:

1. Programs shall include a minimum of twenty-one (21) semester credit hours of general education. This coursework must include components designed to develop oral and written communication, reading computational skills, fundamental mathematics skills and the basic use of computers. At least one (1) course from each of the following areas is required: the humanities/fine arts, the social/behavioral sciences, and natural sciences/mathematics (BoR Minutes, 1989-90, pp. 368-369).

2. Students shall fulfill the legislative degree requirements but do not have to fulfill the Regents’ Test requirements (BoR Minutes, 1989-90, pp. 368-369).

3. Institutions may increase or supplement these minimum requirements (BoR Minutes, 1989-90, pp. 368-369).

4. The A.A.S. degree may designate a specific area of study (e.g., A.A.S. in Criminal Justice) or a broad field of study without the designation of a specific area (e.g., A.A.S. in Business, A.A.S. in Business: Accounting Option) (BoR Minutes, 1989-90, pp. 368-369).

5. The A.A.S. degree offered on a cooperative basis with Technical College System of Georgia colleges may be awarded only in Business, Health, Services, and Technology. Specific areas of study may be designated as options (BoR Minutes, 1989-90, p. 370).

6. The A.S. in allied health areas shall include a designation of the specific area of study (e.g., A.S. in Nursing, A.S. in Respiratory Therapy) (BoR Minutes, 1986-87, pp. 370-371).

7. Including the technical component, all cooperative A.A.S. degrees shall include the equivalent of at least four (4) full-time USG semesters of study (BoR Minutes, 1989-90, p. 370).

8. Cooperative A.A.S. degree diplomas shall include the following wording: (USG institution) in cooperation with (Technical College System of Georgia college)... (BoR Minutes, 1989-90, p. 370).

9. Absent the approval of the USG chief academic officer, no A.A.S. degree program shall exceed seventy (70) semester credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require (BoR Minutes, December, 1995, p. 47).