



University System of Georgia
Creating A More Educated Georgia

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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:

| Area | Name | Hours |
|---------|---|----------------------------|
| Area A1 | Communication Skills | At least 6 semester hours |
| Area A2 | Quantitative Skills | At least 3 semester hours |
| Area B | Institutional Options | At least 3 semester hours |
| Area C | Humanities/Fine Arts, and Ethics | At least 6 semester hours |
| Area D | Natural Sciences, Mathematics, and Technology At least 4 of these hours must be in a lab science course. *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.] | At least 7 semester hours* |
| Area E | Social Sciences | At least 6 semester hours |
| Area F | Lower Division Major Requirements | 18 semester hours |

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.

(BoR Minutes, October 2009)