

USG Core Curriculum Evaluation Committee: Core Curriculum Policy

Approved by the Board of Regents, October 14, 2009

Material in [] is a comment or example.

Informal Overview

The Committee found a clear desire for two goals that are in tension: ease of transfer and institutional flexibility to develop cores that fit their unique missions. In addition, the current grave economic context means that any changes to the core must not impose any significant additional costs on institutions.

In light of these factors, the Committee recommends the following proposal:

1. The core will remain at its current size, 42 hours in Areas A-E and 18 hours in Area F.
2. The areas A-F will remain but the USG will not specify a precise number of hours. Instead it will specify minima as follows:

Area A1: Communication Skills:	At least 6 hours
Area A2: Quantitative Skills:	At least 3 hours
Area B: Institutional Options:	At least 3 hours
Area C: Humanities, Fine Arts, and Ethics:	At least 6 hours
Area D: Natural Sciences, Math, and Technology:	At least 7 hours

At least 4 of these hours must be in a lab science course.
See * on page 2 below.

Area E: Social Sciences:	At least 6 hours
Area F: Lower-Division Major Requirements:	18 hours
3. All core courses must transfer, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit for a math course in Area C). However, the transfer restrictions for science majors are preserved.

This proposal makes room for innovation. For example, one institution could expand Area B to make room for interdisciplinary or theme-based courses. Another institution could focus on the arts and humanities by expanding Area C. A third institution might focus on global issues and require a great deal of foreign language in the core. A fourth might use its Area B as a locus for its SACS-required Quality Enhancement Plan.

Because the current core fits within the parameters of the proposed core, the proposal would require no significant changes in this time of serious budget problems.

Ease of transfer is assured because all core courses transfer, even if an area is not completed.

Informal Comparison of Current and Proposed Cores

Current Core

Area A1: Communication Skills	6 hours
Area A2: Quantitative Skills	3 hours
Area B: Institutional Options	4-5 hours
Area C: Humanities/Fine Arts	6 hours
Area D: Science, Math, Technology	10-11 hours
Area E: Social Sciences	12 hours
Area F: Courses Related to the Program of Study	18 hours

Proposed Core

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

*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.]

Key Rule Changes

1. All institutions are required to develop and assess learning outcomes for each area of the core.
2. Three new learning goals, US Perspectives (US), Global Perspectives (GL), and Critical Thinking (CT), are added to the core. The US and GL are incorporated as overlay requirements. Each institution would designate some courses in Areas A-E as US courses and some courses in Areas A-E as GL courses. In fulfilling the Area A-E requirements, every student must take at least one US course and at least one GL course. CT is added by requiring each institution to develop a plan to insure that students who complete Areas A-E acquire foundational critical thinking skills.
3. Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another System institution (even if the Area has not been completed) as long as (a) the course is within the Area hours limitations of either the sending institution **OR** the receiving institution and (b) the student does not change from a non-science major to a science major.

Informal Example to Illustrate Cross-Area Transfer Credit

	Decatur State	Winder State	Moultrie State
Area A1	6 hours	6 hours	6 hours
Area A2	3 hours	3 hours	3 hours
Area B	3 hours	3 hours	3 hours
Area C	12 hours	9 hours	9 hours
Area D	9 hours	12 hours	9 hours
Area E	9 hours	9 hours	12 hours
Total	42 hours	42 hours	42 hours

Key Rule Change 3 above implies that there will be cases of cross-area transfer credit.

A student transferring from Decatur State to Winder State having completed the Decatur State core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in Area C (Humanities, Fine Arts, and Ethics). If a student took 12 hours of Area E (Social Science) courses at Decatur State, only nine of those hours would transfer to Winder State but all 12 would transfer to Moultrie State.

1 **Formal Policy**

2 [The following rules replace those found in the Academic Affairs Handbook, Sections 2.04.01 to
3 2.04.04.]

4 **General Education Learning Goals**

5
6 The University System of Georgia is a composite of diverse institutions which, in spite of their
7 diversity, require System-wide coherence to facilitate success for transfer students. To achieve
8 these ends, the System outlines general education learning goals that serve as guides for each
9 institution to develop its own general education learning outcomes. Each institution is required
10 to develop one or more learning outcomes for each learning goal. Instead of presenting the
11 learning goals with descriptions or specific required outcomes, examples of learning outcomes
12 that would fall under each learning goal are provided.

13 The learning outcomes for Goals A-E and Goals I-III developed by institutions must be approved
14 by the Council on General Education. All learning outcomes must be collegiate level, not skills-
15 based, and broadly focused. They must be consistent with the learning goals and with the
16 mission of the University System of Georgia.

17 The academic advisory committees will specify learning outcomes for each Area F. These
18 learning outcomes must be collegiate level and provide an appropriate base for later learning
19 outcomes in the relevant degree program. They must be consistent with the mission of the
20 University System of Georgia.

21 Per the new System Comprehensive Program Review Policy, the assessment of general education
22 learning outcomes is now required at all institutions and must be a part of each institution's
23 regular report on comprehensive program review submitted to the Office of Academic Programs.
24 SACS' final recommendations and findings regarding the assessment of general education
25 outcomes (if any) must also be sent to the Office of Academic Programs.

26 ***Learning Goal A1 Communication Outcomes***

27 [Examples of learning outcomes that would forward this goal:

28 -Students produce well-organized communication that meets conventional standards of
29 correctness, exhibits an appropriate style, and presents substantial material.

30 -Students communicate effectively using appropriate writing conventions.

31 -Students have the ability to assimilate, analyze, and present in oral and written forms, a body of
32 information.

33 -Students have the ability to adapt communication to circumstances and audience.

34 -Students have the ability to interpret content of written materials on related topics from various
35 disciplines.

36 -Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use
37 of information sources.]

38 ***Learning Goal A2 Quantitative Outcomes***

39 [Examples of learning outcomes that would forward this goal:

40 -Students have a strong foundation in mathematical concepts, processes, and structure.

41 -Students effectively apply symbolic representations to model and solve problems.

42 -Students have the ability to model situations from a variety of settings in generalized
43 mathematical forms.

44 -Students have the ability to express and manipulate mathematical information, concepts, and
45 thoughts in verbal, numeric, graphical and symbolic forms while solving a variety of
46 problems.

47 -Students have the ability to solve multiple-step problems through different (inductive, deductive
48 and symbolic) modes of reasoning.]

49 ***Learning Goal B Institutional Options***

50 System institutions may develop additional learning goals (and their associated outcomes) that fit
51 their respective missions. Examples of possible additional goals include: collaboration,
52 technology, ethics, civic responsibility and/or civic engagement, and service learning.

53 ***Learning Goal C Humanities, Fine Arts, and Ethics***

54 [Examples of learning outcomes that would forward this goal:

- 55 -Students can compare and contrast the meaning of major texts from both Western and
56 non-Western cultures.
57 -Students recognize themselves as participants in a particular culture and see how this affects
58 their experiences and values.
59 -Students have the ability to make informed judgments about art forms from various cultures
60 including their own culture.
61 -Students have the ability to recognize the fine arts as expressions of human experience.
62 -Students have the ability to critically appreciate historical and contemporary fine art forms as
63 they relate to individual and social needs and values.
64 -Students have the ability to apply knowledge of historical, social, and cultural influences to
65 understanding a work of art.
66 -Students recognize that an ethical issue is present and can distinguish ethical choices from mere
67 self-interest.
68 -Students are aware of the ways that culture shapes ethical views and can critically evaluate those
69 views.]

70 ***Learning Goal D Natural Sciences***

71 [Examples of learning outcomes that would forward this goal:

- 72 -Students have the ability to understand the physical universe and science's relationship to it.
73 -Students have the ability to understand the changing nature of science.]

74 ***Learning Goal E Social Sciences***

75 [Examples of learning outcomes that would forward this goal:

- 76 -Students have the ability to describe how historical, economic, political, social, and spatial
77 relationships develop, persist, and change.
78 -Students have the ability to articulate the complexity of human behavior as a function of the
79 commonality and diversity within groups.]

80 ***Learning Goal I US Perspectives***

81 [Examples of learning outcomes that would forward this goal:

- 82 -Students understand the history of the U.S. and can see the effect of this history on
83 contemporary culture.
84 -Students understand the importance of cultural diversity in the U.S.
85 -Students understand the constitutional principles and related political, social, and institutional
86 developments and governmental processes fundamental to an understanding of American
87 democracy and political participation, from colonial times to the present.]

88 ***Learning Goal II Global Perspectives***

89 [Examples of learning outcomes that would forward this goal:

- 90 -Students are engaged and informed global citizens, aware of global multicultural issues, and
91 able to explain the differences among personal, social, political and economic decision-
92 making processes at the state, federal and international levels of government.
93 -Students effectively explore the place of the U.S. in the diverse realm of societies across the
94 globe.
95 -Students have communicative competence in a second language.
96 -Students recognize individual and cultural differences across the globe and demonstrate an
97 ability to communicate and interact effectively across cultures.]

98 ***Learning Goal III Critical Thinking***

99 [Examples of learning outcomes that would forward this goal:

- 100 -Students are active, independent, and self-directed thinkers and learners who apply their
101 thinking skills and innovation to solve problems.
102 -Students confront ambiguous situations and go beyond traditional approaches to devise more
103 useful and favorable solutions.
104 -Students effectively identify, analyze, evaluate, and provide convincing reasons in support of
105 conclusions.
106 -Students have the ability to consider and accommodate opposing points of view.
107 -Students have the ability to interpret inferences and develop subtleties of symbolic and indirect
108 discourse.
109 -Students have the ability to recognize when information is needed and have the ability to locate,
110 evaluate, and use effectively the needed information.
111 -Students have the ability to identify the audience, intent, value, and disciplinary perspective of
112 potential sources of information.]

113 **Areas A-F**

114 Every institution in the USG will have a core curriculum of precisely 42 semester hours and an
115 Area F of precisely 18 hours. Every student must meet the core requirements of the institution
116 from which they receive their degree. (However, see the rules regarding transfer credit below.)

117 Area A1 Communication Outcomes At least 6 hours
118 Courses that address learning outcomes in writing in English.

119 Area A2 Quantitative Outcomes At least 3 hours
120 Courses that address learning outcomes in quantitative reasoning.

121 Area B Institutional Options At least 3 hours
122 Courses that address general education learning outcomes of the
123 institution's choosing.

124 Area C Humanities, Fine Arts, and Ethics At least 6 hours
125 Courses that address learning outcomes in humanities, fine arts,
126 and ethics.

127 Area D Natural Science, Mathematics, and Technology At least 7 hours
128 Courses that address learning outcomes in the natural sciences,
129 mathematics, and technology.
130 At least 4 of these hours must be in a lab science course.

131 Area E Social Sciences At least 6 hours
132 Courses that address learning outcomes in the social sciences.

133 Area F Lower-Division Major Requirements 18 hours
134 Lower division courses required by the degree program and
135 courses that are prerequisites to major courses at higher levels.

136 [The minima for Areas D and E are lower than the hours required in these Areas in the 1998
137 core. The Committee does not intend this as a signal that institutions should reduce (or increase)
138 the hours in these areas. The Committee merely intends to put this matter in the hands of the
139 faculty of individual institutions by roughly requiring two courses in each of Areas C-E. See
140 lines 219-224 regarding Area D.]

141 **Areas US, GL and CT**

142 Each institution's Areas A-E will include three additional requirements.

143 Area US US Perspectives
144 Courses that address learning outcomes focused on the United States of America.

145 Area GL Global Perspectives
146 Courses that address learning outcomes focused on countries other than the United States of
147 America.

148 Each institution will designate one or more courses in Areas A-E as US courses and one or more
149 courses in Areas A-E as GL courses. No course may be both a US course and a GL course. As
150 they are fulfilling the Area A-E requirements, every student must take at least one US course and
151 at least one GL course.

152 [An Example: Rels 1234, Introduction to World Religions, is in Area C of the core at Decatur
153 State University. It is designated a GL course. A student who takes Rels 1234 would satisfy the
154 GL requirement and also earn hours toward the Area C requirement.]

155 Area CT Critical Thinking

156 Each institution must have a core curriculum CT plan to insure that students who complete Areas
157 A-E attain learning outcomes regarding foundational critical thinking skills. Institutions are
158 encouraged to be innovative in their CT plans. Options include but are not limited to:

- 159 - designating a course or courses in Areas A-E as CT courses and requiring that as they are
160 fulfilling the Area A-E requirements, every student must take at least one CT course.
- 161 - requiring students to develop a CT portfolio composed of materials from assignments in Area
162 A-E courses. This portfolio would then be evaluated by designated faculty.
- 163 - requiring that students earn a particular score on a nationally recognized critical thinking test
164 (e.g., the California Critical Thinking Skills Test, the Analytical Writing Section of the
165 GRE General Test, the SAT Writing test).

166 **Details Regarding Area A-F**

167 All courses in Areas A-E must be taught at the collegiate level and be broadly focused. They
168 must clearly address the general education learning outcomes of the institution. They must be
169 consistent with the University System of Georgia's mission and strategic plan.

170 *Area A1 Communication Skills*

171 If offered, Engl 1101 and Engl 1102 must be placed in this area. Other approved courses may be
172 placed in this area. (See below for course approval rules.)

173 Effective Fall 2010, students who have earned 60 hours but have not completed Area A1 must
174 enroll in the next course necessary to make progress toward completing this Area in every
175 semester in which they take classes. Effective Fall 2011, this hour limit is lowered to 45 hours.
176 Effective Fall 2012, the hour limit is lowered to 30 hours. Institutions are allowed to move to the
177 45/30 hour limits before they are required to do so. For students with Learning Support
178 requirements in reading or writing, taking the required Learning Support course(s) counts as
179 making progress toward completing Area A1.

180 ***Area A2 Quantitative Skills***

181 If offered, Math 1111, Math 1113 and either Math 1001 or Math 1101 must be placed in this
182 area. Math 1113 may also be placed in Area D. Other approved courses may be placed in this
183 area. (See below for course approval rules.)

184 For students majoring in mathematics, physics, chemistry, biology, engineering technology,
185 architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy,
186 secondary science, or mathematics education, pre-calculus must be the required mathematics
187 course in Area A2 at all institutions. In this document, these majors are collectively referred to as
188 “science programs.” Institutions may require pre-calculus in Area A2 for majors in agricultural
189 science and environmental science. While students may fulfill this requirement with a math
190 course higher than pre-calculus, institutions may not require them to do so.

191 A calculus course is required in Area A2 for all engineering majors and for all programs at
192 Georgia Institute of Technology. While students may fulfill this requirement with a math course
193 higher than a first course in calculus, institutions may not require them to do so.

194 At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the
195 completion of trigonometry will be regarded as completion of pre-calculus in Area A2.
196 Institutions do not need Council on General Education approval to add such trigonometry courses
197 to Area A2, but the course catalog and the institution’s listing of Area A2 courses on the core
198 curriculum website (http://www.usg.edu/academics/programs/core_curriculum/a-e.html) should
199 indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

200 Symbolic logic and math for liberal arts may not be used as substitutions for algebra or
201 mathematical modeling in Area A2.

202 Institutions or programs may grant one semester hour of credit for an Area A2 course to count in
203 Area F or in the general degree requirements.

204 Effective Fall 2010, students who have earned 60 hours but have not completed Area A2 must
205 enroll in the next course necessary to make progress toward completing this Area in every
206 semester in which they take classes. Effective Fall 2011, this hour limit is lowered to 45 hours.
207 Effective Fall 2012, the hour limit is lowered to 30 hours. Institutions are allowed to move to the
208 45/30 hour limits before required to do so. For students with LSP requirements in mathematics,
209 taking the required LSP course counts as making progress toward completing Area A2.

210 ***Area B Institutional Options***

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

212 ***Area C Humanities, Fine Arts, and Ethics***

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

214 ***Area D Natural Science, Mathematics, and Technology***

215 These courses must be introductory and broadly focused. They must be analytic in nature and
216 have a problem-solving component.

217 Science programs must require two four-hour laboratory science courses in Area D.

218 Science programs may specify a higher level math course in Area D.

219 Given the importance of natural science, mathematics, and technology, any institution that
220 wishes to drop Area D below 10 hours must make a compelling intellectual case that its core
221 proposal will not lead to students knowing less about the natural sciences, mathematics, and
222 technology than under the current core. [An example of such a compelling case might be if the
223 institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in
224 Area D.]

225 Institutions may have Area D requirements specific to all science programs, but no science
226 program may require that students take a particular science in Area D. (See the rules on
227 prerequisites below.)
228 [For example, chemistry may not require that chemistry majors complete Area D with chemistry
229 courses.]

230 Creative writing and technical communication courses may not be included in Area D.

231 Institutions or programs may grant one semester hour of credit for an Area D course to count in
232 Area F or in the general degree requirements.

233 Students in the health professions, including nursing, must fulfill the Area D science requirement
234 with a two-semester laboratory sequence in either physics, chemistry, or biology. The only
235 biology courses that may be used to fulfill this requirement are Introductory Biology (designed
236 for non-science majors) and Principles of Biology (designed for science majors). The Survey of
237 Chemistry sequence (Chem 1151 and Chem 1152) has been designed for the Area D health
238 professions track. Health professions majors have the option of taking the Survey of Chemistry
239 sequence or the sequence appropriate for science majors, but they may not fulfill their Area D
240 requirements with chemistry courses designed for non-science majors.

241 Non-science majors may use the Survey of Chemistry sequence to fulfill the Area D
242 requirements, but it may not be used to fulfill the science requirements for science majors not in
243 the health professions.

244 ***Area E Social Sciences***

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

246 If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these
247 course(s) must be part of Area E.

248 ***Area F Lower-Division Major Requirements***

249 This area must be composed exclusively of 1000/2000 level courses. These courses may be
250 prerequisites for other Area F courses and/or for major courses at higher levels.

251 **Additional Rules**

252 ***Rules Regarding Inclusion in Areas A-F***

253 Every institution must offer a path to completing all Area A-E requirements composed
254 exclusively of 1000 and 2000 level courses. Other approved 3000 and 4000 level courses may
255 also be placed in Areas A-E. (See below for course approval rules.)

256 Physical education activity/basic health requirements may not be placed in Areas A-F. Up to
257 four hours of physical education activity/basic health courses may be required outside of Areas
258 A-F in excess of the maximum number of hours indicated for undergraduate degrees. Offerings
259 in physical education/health in excess of the maximum number of hours indicated for
260 undergraduate degrees must be limited to activity, basic health information, first aid, CPR, and
261 safety courses. Transferring students taking physical education/basic health hours at one
262 institution may not be required to duplicate these hours at the receiving institution.

263 Orientation courses may not be placed in Areas A-F. Up to four hours of orientation courses may
264 be required outside of Areas A-F in excess of the maximum number of hours indicated for
265 undergraduate degrees. Transferring students taking orientation hours at one institution may be
266 required to take additional orientation hours (outside the maximum hours indicated for the
267 undergraduate degree) at the receiving institution.

268 Courses with a primary emphasis on studio, performance, field study, or internship may not be
269 placed in Areas A-E.

270 Institutions may decide that the first course in a foreign language falls outside of the maximum
271 number of hours indicated for undergraduate degrees and/or outside of Areas A-F. Institutions
272 that decide that the first course in a foreign language falls outside of the maximum number of
273 hours are not required to grant transfer credit for such courses but may do so if they wish.

274 Courses in Areas A-F may not carry a fraction of a semester hour of credit.

275 Institutions may not permit the completion of any course to fulfill requirements in more than one
276 Area A-F. Where the same course is authorized in more than one Area A-F, the student
277 completing the course to meet the requirements of one area must take another course in the
278 second area to meet the requirements of the second area.

279 ***Approval Procedures***

280 Each institution will submit the courses they propose for Areas A-E first to the relevant
281 Academic Advisory Committee and then to the Council on General Education. US/GL/CT
282 courses and plans must be approved by the Council on General Education.

283 The courses in Area F must be approved by the relevant Academic Advisory Committee.

284 Courses previously approved for use in Area A-F at an institution do not require re-approval for
285 use at that institution.

286 [There are a few disciplines that do not currently have Academic Advisory Committees. These
287 additional Advisory Committees need to be created. Every course prefix used in Areas A-F
288 anywhere in the System needs to be assigned to an Advisory Committee.]

289 ***Prerequisites***

290 Courses in one area (A-E) may be prerequisites for other courses in that area.

291 Except as noted below,
292 a. no course in Area A-E may be a prerequisite for any course outside Areas A-E and
293 b. no course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

294 **Exception 1**
295 If one particular course is required in order to complete an Area, that course may be a
296 prerequisite for a course in another Area or for a course outside of Area A-E. (See also lines
297 372-374.)

298 **Exception 2**
299 Degree programs may add courses in Areas A-E to their Area Fs. Students in such degree
300 programs will receive credit for the course in Area F and this course may be a prerequisite for
301 courses in Area F or the major.

302 Exception 3
303 Institutions may require their students to complete their A2 requirements before taking math
304 courses in Areas D and F. They may do so by making their A2 courses prerequisites for their
305 math courses in Areas D and F.

306 Exception 4
307 A course that, according to an institution's 2008-2009 catalog, appears in Area A-E (but not in
308 Area F) and is a prerequisite for a course outside of Area A-E may remain a prerequisite for that
309 course and remain in the core.

310 Exception 5
311 Institutions may apply for permission to specify that students in one or more of their degree
312 programs are required to take particular courses within Areas A-E. Institutions may apply for up
313 to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for
314 courses in Area F or in the major's degree requirements.

315 Applications will be considered first by the relevant Academic Advisory Committees (the
316 advisory committee for the degree program and the advisory committee for course), then by the
317 Administrative Committee on Academic Affairs (RACAA), then by the Council on General
318 Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the System's
319 Chief Academic Officer.

320 Applications will be considered only if requiring particular courses in Areas A-E will allow the
321 degree program to reduce the number of hours required for the degree.

322 In evaluating such requests RACAA and the Gen Ed Council will consider the following criteria:
323 1. the degree program is in an area in which demand for graduates in Georgia significantly
324 outstrips the supply,
325 2. the degree program requires a special admission process beyond that required for admission to
326 the institution,
327 3. the degree program has an accreditation body that requires so many hours it is difficult to
328 design a degree program that is 120 hours without requiring particular courses in Areas
329 A-E, and
330 4. graduates of the degree program must pass a certification or licensure exam before they can
331 exercise the relevant profession.

332 The courses required in Areas A-E must be available to and count in Areas A-E for all students,
333 not just those in the degree program.

334 [Some Examples:
335 A. Phil 2010 is in Area C at Winder State. It is one of many courses in Area C and is not
336 required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. This
337 is **not** allowed.

338 B. Phil 2010 is in Area C at Decatur State. It is also required in the philosophy Area F and is a
339 prerequisite for upper-level philosophy courses. Philosophy majors receive credit for Phil 2010
340 in Area F and must take other courses to fulfill their Area C requirements. This is allowed.

341 C. Moultrie State requires Engl 1101 and 1102 in Area A1. Engl 1101 is a prerequisite for Engl
342 1102. This is allowed.

343 D. Jesup State requires all students to take Engl 1102 in Area A1. Engl 1102 is a prerequisite for
344 Engl 2110 and Engl 2110 is in Area C. This is allowed.

345 E. Seneca State requires nine hours in Area A1, Engl 1101, Engl 1102 and one of the following
346 four courses: Engl 1105, Writing in the Humanities, Engl 1106, Writing in the Fine Arts, Engl
347 1107, Writing in the Natural Sciences, Engl 1108, Writing in the Social Sciences. Engl 1105 is a
348 prerequisite for Phil 2010 in Area C. This is **not** allowed.

349 Seneca State's nursing program wants to move from 123 to 120 hours. To do so, they propose to
350 require all nursing students to take a new course, Psych 1234, in Area E. Psych 1234 is approved
351 for use in the core according to the procedures noted in Exception 5 and counts towards Area E
352 for all students. This is allowed.]

353 *Change of Major*

354 Students switching from a non-science major to a science major must meet the Area A2 and Area
355 D requirements for science majors even if they have already completed the Area A2 and Area D
356 requirements for non-science majors.

357 *Transfer Rules*

358 Students in the USG must declare one home institution at a time. Students who transfer from one
359 institution to another automatically change their home institution.

360 Students must meet the System-specified minimum number of hours in each Area A-E.

361 Students successfully completing a course in one institution’s Areas A-E will receive full credit
 362 in Areas A-E for the course upon transfer to another System institution as long as (a) the course
 363 is within the Area hours limitations of either the sending institution **OR** the receiving institution
 364 and (b) the student does not change from a non-science major to a science major.

365 [An Example to Illustrate Cross-Area Transfer Credit

	Decatur State	Winder State	Moultrie State
366 Area A1	6 hours	6 hours	6 hours
367 Area A2	3 hours	3 hours	3 hours
368 Area B	3 hours	3 hours	3 hours
369 Area C	12 hours	9 hours	9 hours
370 Area D	9 hours	12 hours	9 hours
371 Area E	9 hours	9 hours	12 hours
372 Total	42 hours	42 hours	42 hours

373 A student transferring from Decatur State to Winder State having completed the Decatur State
 374 core must be given credit in Area D (Natural Science) for the 3 excess hours of work done in
 375 Area C (Humanities, Fine Arts, and Ethics). If a student took 12 hours of Area E (Social
 376 Science) courses at Decatur State, only nine of those hours would transfer to Winder State but all
 377 12 would transfer to Moultrie State.]

378 Students successfully completing a course in one institution’s Area F will receive full credit for
 379 the course upon transferring to another System institution as long as the student retains the same
 380 major.

381 Students who transfer after having completed the US/GL/CT requirements of the sending
 382 institution may not be required to complete the US/GL/CT requirements of the receiving
 383 institution. Students who transfer after having completed Areas A-E but without having
 384 completed the US/GL/CT requirements must complete the US/GL/CT requirements at the
 385 receiving institution.

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

389 Students who wish to take Area A-F courses (including distance learning courses) from a USG
 390 institution other than the home institution, either concurrently or intermittently, may receive
 391 transient permission to take and receive credit for Areas A-F courses satisfying home institution
 392 Area A-F requirements.

393 Provided that native and transfer students are treated equally, institutions may impose additional
 394 reasonable expectations, such as a grade of “C” in Area A-F courses.

395 Each institution will designate a Chief Transfer Officer (CTO) to facilitate the transfer of
396 students within the System. The CTO must have senior administrative and/or faculty status. The
397 CTO is the contact person for students, faculty, advisors, records and admissions personnel, and
398 academic administrators when problems related to transfer of Area A-F course work across
399 System institutions occur. However, CTO's should also be proactive and work to develop
400 institutional procedures that minimize transfer problems. Students with questions or concerns
401 about the transfer of credit between System institutions should contact the CTO at the receiving
402 institution.

403 ***Effective Date***

404 All institutions will implement this policy no later than Fall 2011 but may implement it earlier.
405 However, in order to allow for curricular alignment with four-year institutions, two-year
406 institutions may delay implementation until Fall 2012.