

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.

Core IMPACTS Mnemonic	Area Shorthand
I nstitutional Priority M athematics & Quantitative	Institution
A rts, Humanities & Ethics	Humanities
C ommunicating in Writing	Writing
T echnology, Mathematics, & Sciences	STEM
S ocial Sciences	Social Sciences

The major changes with Core IMPACTS include:

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- 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:

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

		<ul style="list-style-type: none"> • Students will adapt their written communications to purpose and audience. • Students will analyze and draw informed inferences from written texts. 	
Technology, Mathematics & Sciences (STEM)	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
Social Sciences (Social Sciences)	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

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

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FAQs for Core IMPACTS: A Refresh of the Core Curriculum

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

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

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.

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

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.]

- [Insert University System of Georgia Learning Outcome here.]

- _____
[Insert University System of Georgia career-ready competencies here.]

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' 9dge in flad(c)-2 (u476324.3 (,)0 -1.1530(r)-5.9 (c)8a6e.2 (t)-6.6 (h g1.2 (t)-0.5 (t)-6 (ude)10

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

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

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) ET