2.4 Core Curriculum

2.4 Core Curriculum

THE POLICY BELOW REFLECTS THE OPERATION OF ALL USG INSTITUTIONS FROM THE FALL OF 2015 TO THE SUMMER OF 2024. ALL USG INSTITUTIONS TRANSITIONED FROM THE POLICY BELOW TO THE NEW IMPACTS CORE CURRICULUM IN THE FALL OF 2024.

2.4.1 General Education Learning Goals

(Last Modified July 8, 2016) Report a broken link

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

The learning outcomes for Goals A–E developed by institutions must be approved by the Council on General Education. All learning outcomes must be collegiate level, not skills-based, and broadly focused. They must be consistent with the learning goals and with the mission of the USG.

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

Per the USG Comprehensive Program Review Policy (BoR Policy 3.6.3, Comprehensive Academic Program Review), the assessment of general education learning outcomes is required at all institutions and must be a part of each institution's regular report on comprehensive program review posted on the institution's Comprehensive Program Review website. The Regents' Administrative Committee on Effectiveness and Accreditation (RACEA) will conduct spot reviews of all institutional programs. SACS' final recommendations and findings regarding the assessment of general education outcomes (if any) must also be sent to the Assistant Vice Chancellor for Student Achievement.

Learning Goal A1: Communication Outcomes
Examples of learning outcomes that would forward this goal:

- Students produce well-organized communication that meets conventional standards of correctness, exhibits an appropriate style, and presents substantial material.
- Students communicate effectively using appropriate writing conventions.
- Students have the ability to assimilate, analyze, and present in oral and written forms, a body of information.
- Students have the ability to adapt communication to circumstances and audience.
- Students have the ability to interpret content of written materials on related topics from various disciplines.
- Students demonstrate an understanding of what constitutes plagiarism and acknowledge the use of information sources.

Learning Goal A2: Quantitative Outcomes
Examples of learning outcomes that would forward this goal:

- Students have a strong foundation in mathematical concepts, processes, and structure.
- Students effectively apply symbolic representations to model and solve problems.
- Students have the ability to model situations from a variety of settings in generalized mathematical forms.
- Students have the ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical, and symbolic forms while solving a variety of problems.
- Students have the ability to solve multiple-step problems through different (inductive, deductive, and symbolic) modes of reasoning.

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

Learning Goal C: Humanities, Fine Arts, and Ethics
Examples of learning outcomes that would forward this goal:

- Students can compare and contrast the meaning of major texts from both Western and non-Western cultures.
- Students recognize themselves as participants in a particular culture and see how this affects their experiences and values.
- Students have the ability to make informed judgments about art forms from various cultures including their own culture.
- Students have the ability to recognize the fine arts as expressions of human experience.
- Students have the ability to critically appreciate historical and contemporary fine art forms as they relate to individual and social needs and values.
- Students have the ability to apply knowledge of historical, social, and cultural influences to understanding a work of art.
- Students recognize that an ethical issue is present and can distinguish ethical choices from mere self-interest.

- Students are aware of the ways that culture shapes ethical views and can critically evaluate those views.

Learning Goal D: Natural Sciences, Mathematics, and Technology
Examples of learning outcomes that would forward this goal:

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

Learning Goal E: Social Sciences
Examples of learning outcomes that would forward this goal:

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

2.4.2 Areas A–F

(Last Modified July 11, 2016) Report a broken link

Every institution in the USG will have a core curriculum of precisely 42 semester hours and an Area F of precisely 18 hours. All students must meet the core requirements of the institutions from which they receive their degrees. However, see the rules regarding transfer credit in Section 2.4.9, Transfer Rules.

Area	Area Name	Description	Hours Required
A1	Communication Outcomes	Courses that address learning outcomes in writing in English	At least 6 hours
A2	Quantitative Outcomes	Courses that address learning outcomes in quantitative reasoning	At least 3 hours
B	Institutional Options	Courses that address general education learning outcomes of the institution's choosing	At least 3 hours
C	Humanities, Fine Arts, and Ethics	Courses that address learning outcomes in humanities, fine arts, and ethics	At least 6 hours
D	Natural Science, Mathematics, and Technology	Courses that address learning outcomes in the natural sciences, mathematics, and technology.	At least 7 hours. At least 4 of these hours must be in a lab science course.
E	Social Sciences	Courses that address learning outcomes in the social sciences	At least 6 hours

Area	Area Name	Description	Hours Required
F	Lower-Division Major Requirements	Lower division courses required by the degree program and courses that are prerequisites to major courses at higher levels.	18 hours

The minimal for Areas D and E are lower than the hours required in these Areas in the 1998 core. This is not intended as a signal that institutions should reduce (or increase) the hours in these areas. The intent is to put this matter in the hands of the faculty of individual institutions by roughly requiring two courses in each of Areas C–E. See Section 2.4.4, for details regarding Area D.

2.4.3 Section Removed

(Last Modified August 1, 2016) Report a broken link

This section has been removed due to removal of the "overlay" requirement.

2.4.4 Details Regarding Areas A–F

(Last Modified September 28, 2020) Report a broken link

All courses in Areas A–E must be taught at the collegiate level and be broadly focused. They must clearly address the general education learning outcomes of the institution. They must be consistent with the USG's mission and strategic plan.

Area A1 Communication Skills
If offered, ENGL 1101 and ENGL 1102 must be placed in this area. Other approved courses may be placed in this area. See Section 2.4.6 for course approval rules.

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A1 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, the hour limit is lowered to 30 hours for freshmen entering the USG system Fall 2012 and thereafter.

Institutions are allowed to move to the 45/30 hour limits before they are required to do so. For students with Learning Support requirements in English, taking the required Learning Support course counts as making progress toward completing Area A1.

Area A2 Quantitative Skills
If offered, MATH 1001, MATH 1101, MATH 1111 and MATH 1113 must be placed in this area. MATH 1113 may also be placed in Area D. Other approved courses may be placed in this area. See Section 2.4.6 for course approval rules.

Math Pathways for STEM students - For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education, pre-calculus must be the required mathematics course in Area A2 at all institutions. In this document, these majors are collectively referred to as "science programs."

Institutions may require pre-calculus in Area A2 for majors in agricultural science and environmental science. While students may fulfill this requirement with a math course higher than pre-calculus, institutions may not require them to do so.

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

At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the completion of trigonometry will be regarded as completion of pre-calculus in Area A2. Institutions do not need Council on General Education approval to designate a trigonometry course approved for Area A2 as satisfying the pre-calculus standard, but the course catalog and the institution's listing of Area A2 courses on the Academic Programs website (http://www.usg.edu/academic_programs/information/core_curriculum_requirements_for_usg_colleges_and_universities/) should indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

Math Pathways for non-STEM students - Students in programs other than the mathematics, science, technology, and engineering programs listed above may select from among MATH 1001 – Quantitative Reasoning, MATH 1101 – Introduction to Mathematical Modeling, or MATH 1111 - College Algebra.

Institutions may not require students in non-STEM programs to take a particular mathematics course from among MATH 1001, 1101, and 1111 unless this course appeared as a prerequisite for a program-required course in the institution's 2008-2009 catalog, or the institution has applied for and received permission to specify that students in certain degree programs be required to take particular courses with on Areas A – E (see Section 2.4.7, Exceptions 3 & 4 below).

The purpose of MATH 1111 - College Algebra is to prepare students for taking Pre-Calculus and Calculus. It is not an appropriate mathematics course for students whose programs of study will

not require them to take a Calculus course. Students whose programs of study will not require them to take a Calculus course should be advised to take MATH 1001 or MATH 1101.

MATH 1401/STAT 1401 Elementary Statistics is an appropriate first or second math course for students in non-STEM pathways as well as for students in some STEM pathways. Most students who plan to take MATH 1401/STAT 1401 as their second math course should select MATH 1001 or 1101 as their Area A2 math course.

Symbolic logic and math for liberal arts may not be used as substitutions for Quantitative Reasoning, or Introduction to Mathematical Modeling, or College Algebra in Area A2.

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

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, freshmen entering the USG system Fall 2012 and thereafter, the hour limit is lowered to 30 hours.

Institutions are allowed to move to the 45/30 hour limits before required to do so. For students with Learning Support requirements in mathematics, taking the required Learning Support course counts as making progress toward completing Area A2.

Area B Institutional Options
These courses must include analytical, historical, critical and/or appreciative material.

Area C Humanities, Fine Arts, and Ethics
These courses must include analytical, historical, critical, and/or appreciative material.

Area D Natural Science, Mathematics, and Technology
These courses must be introductory and broadly focused. They must be analytic in nature and have a problem-solving component.

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

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

Given the importance of natural science, mathematics, and technology, 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, mathematics, and technology than under the current core.

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.

Institutions may have Area D requirements specific to all science programs, but no science program may require that students take a particular science in Area D. See the rules on prerequisites below.

For example, institutions may not require that chemistry majors complete Area D with chemistry courses.

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

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

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

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

Area E Social Sciences
These courses must include analytical, historical, critical and/or appreciative material. If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these course(s) must be part of Area E.

Area F Lower-Division Major Requirements
This area must be composed exclusively of 1000/2000 level courses. These courses may be prerequisites for other Area F courses and/or for major courses at higher levels.

2.4.5 Rules Regarding Inclusion in Areas A–F

(Last Modified September 28, 2020) Report a broken link

Every institution must offer a path to completing all Area A–E requirements composed exclusively of 1000 and 2000 level courses. Other approved 3000 and 4000 level courses may also be placed in Areas A–E. See Section 2.4.6 for course approval rules.

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

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

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

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

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

Except as required by accrediting agencies, core curriculum credits do not have an expiration date.

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

2.4.6 Approval Procedures

(Last Modified September 28, 2020) Report a broken link

Each institution will first submit the courses proposed for Areas A–E to the relevant Academic Advisory Committee and then to the Council on General Education.

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

Learning outcomes and courses that are authorized for Area F must be established by the relevant Academic Advisory Committees. Institutions must follow these guidelines when making

changes to Area F requirements for their degree programs. Therefore, no approval is needed for institutions to add individual courses to Area F. The respective Academic Advisory Committees must review their Area F guidelines and institutional offerings regularly to ensure institutional compliance with the Advisory Committee-approved guidelines. Advisory Committees will discuss perceived non-compliant Area Fs with the Chief Academic Officer of the impacted institution. If necessary, the matter will be referred to the USG Chief Academic Officer or another Academic Affairs Officer.

Academic Advisory Committees must follow the process described below when making changes to the learning outcomes and course guidelines for their respective Area Fs.

- The proposed changes to Area F guidelines must be approved by the respective Academic Advisory Committee and submitted for consideration by the General Education Council.
- Changes to Area F guidelines must be approved by the Council on General Education and submitted to the Regents Advisory Committee on Academic Affairs (RACAA).
- If approved by RACAA, the Area F changes will be submitted to the Assistant Vice Chancellor for Academic Programs for revision of the academic programs website and implementation in the review of new program proposals.

Form: The form to be used for making changes to Area F Learning Outcomes or Course Guidelines is linked below.

Form for Proposed Changes to Area F Learning Outcomes or Course Guidelines

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2.4.7 Prerequisites and Exceptions

(Last Modified September 3, 2015) Report a broken link

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

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Exception 1
If one particular course is required in order to complete an Area, that course may be a prerequisite for a course in another Area or for a course outside of Area A–E.

Exception 2
Degree programs may add courses in Areas A–E to their Area Fs. Students in such degree programs will receive credit for the course in Area F, and this course may be a prerequisite for

courses in Area F or the major. Unless required of all students in Area B or C, any foreign language courses approved for inclusion in Areas A – E must also be included in Area F for majors requiring foreign languages, so that foreign language courses included in Areas A – E do not become required prerequisites for Area F courses.

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

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

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

Applications will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

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

In evaluating such requests RACAA and the Gen Ed Council will consider the following criteria:

- The degree program is in an area in which demand for graduates in Georgia significantly outstrips the supply,
- The degree program requires a special admission process beyond that required for admission to the institution,
- The degree program has an accreditation body that requires so many hours it is difficult to design a degree program that is 120 hours without requiring particular courses in Areas A–E, and
- Graduates of the degree program must pass a certification or licensure exam before they can exercise the relevant profession.

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

Some Examples:

- PHIL 2010 is in Area C at Winder State. It is one of many courses in Area C and is not required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. This is not allowed.
- PHIL 2010 is in Area C at Decatur State. It is also required in the philosophy Area F and is a prerequisite for upper-level philosophy courses. Philosophy majors receive credit for PHIL 2010 in Area F and must take other courses to fulfill their Area C requirements. This is allowed.
- Moultrie State requires ENGL 1101 and 1102 in Area A1. ENGL 1101 is a prerequisite for ENGL 1102. This is allowed.
- Jesup State requires all students to take ENGL 1102 in Area A1. ENGL 1102 is a prerequisite for ENGL 2110 and ENGL 2110 is in Area C. This is allowed.
- Seneca State requires nine hours in Area A1—ENGL 1101, ENGL 1102, and one of the following four courses: ENGL 1105, Writing in the Humanities, ENGL 1106, Writing in the Fine Arts, ENGL 1107, Writing in the Natural Sciences, ENGL 1108, Writing in the Social Sciences. ENGL 1105 is a prerequisite for PHIL 2010 in Area C. This is not allowed.
- Seneca State's nursing program wants to move from 123 to 120 hours. To do so, they propose to require all nursing students to take a new course, PSYCH 1234, in Area E. PSYCH 1234 is approved for use in the core according to the procedures noted in Exception 5 and counts towards Area E for all students. This is allowed.

2.4.8 Rules for Change of Major

(Last Modified April 12, 2011) Report a broken link

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

2.4.9 Transfer Rules

(Last Modified September 28, 2020) Report a broken link

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

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

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 USG institution as long as the following conditions are met:

- The course is within the Area hours limitations of either the sending institution or the receiving institution and
- The student does not change from a non-science major to a science major

An 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

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.

Students successfully completing a course in one institution's Area F 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 Area A–F 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 Areas A–F courses satisfying home institution Area A–F requirements.

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

Chief Transfer Officer

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 Area A–F 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

2.4.10 Common Course Prefixes, Numbers, and Descriptions

(Last Modified August 1, 2023) Report a broken link

SOURCES:
MEMORANDA FROM SENIOR VICE CHANCELLOR FOR ACADEMIC AFFAIRS, 5/2/1997; 5/23/1997; 6/3/1997; 6/30/1997; AND 11/19/1997 (APPROVED 6/1/1997, FOR IMPLEMENTATION WITH SEMESTER CONVERSION)

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

Course Prefix and Number	Course Name	Course Description
ACCT 2101	Principles of Accounting I	A study of the underlying theory and application of financial accounting concepts.
ACCT 2102	Principles of Accounting II	A study of the underlying theory and application of managerial accounting concepts.
ANTH 1102	Introduction to Anthropology	ANTH 1102 is an examination and analysis of what it means to be human, biologically and culturally. This comparative study of humankind draws materials from the widest possible range of

		peoples, cultures, and time periods to determine and explain similarities and differences among peoples of the world. This course brings the perspectives of the major sub-fields of anthropology to the study of humanity: cultural anthropology, archeology, anthropological linguistics, and biological anthropology.
ANTH 1103	Introduction to Social Anthropology	
ANTH 1104	Introduction to Archaeology	
ANTH 1105	Introduction to Biological Anthropology	
ANTH 1106	Introduction to Cultural Diversity	
ARAB 1001	Elementary Arabic I	
ARAB 1002	Elementary Arabic II	
ARAB 2001	Intermediate Arabic I	
ARAB 2002	Intermediate Arabic II	
ART	The Visual Art Common Prefix for Area C and Area F courses is ART (with the fourth letter being an institutional prerogative).	
ART 1010 or 2010	Drawing I (1000 or 2000 level to be specified by institution)	Introduction to the techniques, materials and principles of drawing.
ART 1011 or 2011	Drawing II (1000 or 2000 level to be specified by institution)	Techniques, materials and principles of drawing.
ART 1020 or 2020	Two Dimensional Design	The fundamentals of two dimensional design introduced

		through projects in a variety of media.
ART 1030 or 2030	Three Dimensional Design	An investigation of three dimensional forms and space using various materials and methods.
ART(S) 1100	Art Appreciation	This course focuses on fostering an awareness, understanding, and appreciation for the visual arts. Through exposure to art images throughout history, students will build an artistic vocabulary that allows for the constructive analysis of art objects. Students will also gain an understanding of the interaction of art with other important aspects of culture including politics, history, religion, and science.
ASTR 1000	Introduction to the Universe	A survey of the universe, examining the historical origins of astronomy; the motions and physical properties of the Sun, Moon, and planets; the formation, evolution, and death of stars; and the structure of

		galaxies and the expansion of the universe.
ASTR 1010	Astronomy of the Solar System	Astronomy from early ideas of the cosmos to modern observational techniques. The solar system planets, satellites, and minor bodies. The origin and evolution of the solar system.
ASTR 1020	Stellar and Galactic Astronomy	The study of the Sun and stars, their physical properties and evolution, interstellar matter, star clusters, our galaxy and other galaxies, and the origin and evolution of the Universe.
ATSC 1112	Understanding the Weather	This course explains the basic processes which control and influence atmospheric conditions, both on a local and global scale. The course will address the composition, origin, and structure of the atmosphere, earth-sun relationships, the atmosphere and energy, atmospheric moisture and state changes in water, air pressure and

atmospheric circulation, fog, clouds, air masses, air pollution, climate and climate change, atmospheric optics, and the interaction of all these physical phenomena to produce the weather we experience on our planet. [This course is an alternative version of GEOG 1112.]

ATSC 1112L Understanding the Weather Lab

This course is the lab component of ATSC 1112 Understanding the Weather. Lab exercises cover geographic coordinate systems and maps, temperature and pressure changes in Earth's atmosphere, interactions between solar radiation and the Earth, factors which control temperature, daily and annual changes in temperature and precipitation, atmospheric moisture and humidity, formation of clouds, utilization of data charts in

		understanding and predicting weather conditions, and construction and utilization of weather maps. Additionally, the course will introduce the various instruments used in meteorology: thermometers, barometers, psychrometers, and anemometers.
Biology	For science courses in biology, chemistry, and physics, the sequences designed for non-science majors will be entitled "Introductory Biology, Introductory Chemistry, and Introductory Physics." The sequences designed for science majors will be entitled "Principles of Biology, Principles of Chemistry, and Principles of Physics." Combined lecture/lab courses should be indicated with a "K" suffix, and stand-alone lab courses should be indicated with an "L" suffix. The approved course descriptions shown for chemistry illustrate the use of the suffixes. The Principles of Biology sequence will be numbered BIOL 1107 and 1108 (or BIOL 2107 and 2108 for institutions offering the courses in the second year).	
BIOL 1107 or 2107	Principles of Biology I	Lecture part of a sequence designed for science majors. Use 1107 if course is offered in first year, 2107 if course is offered in second year at an institution.
BIOL 1107K or 2107K	Principles of Biology I	Part of a sequence designed for science majors. Laboratory exercises supplement lecture material. Use 1107K if course is offered in first year, 2107K if course is offered in

		second year at an institution.
BIOL 1107L or 2107L	Principles of Biology I Laboratory	Laboratory exercises supplement the lecture material of BIOL 1107. Use 1107L if course is offered in first year, 2107L if course is offered in second year at an institution.
BIOL 1108 or 2018	Principles of Biology II	Lecture part of a sequence designed for science majors. Use 1108 if course is offered in first year, 2108 if course is offered in second year at an institution.
BIOL 1108K or 2108K	Principles of Biology II	Part of a sequence designed for science majors. Laboratory exercises supplement lecture material. Use 1108K if course is offered in first year, 2108K if course is offered in second year at an institution.
BIOL 1108L or 2108L	Principles of Biology II Laboratory	Laboratory exercises supplement the lecture material of BIOL 1108. Use 1108L if course is offered in first year, 2108L if course is offered in

BIOL 2251K Anatomy and Physiology I	second year at an institution. This integrated lecture and laboratory course is the first course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, biological chemistry; cellular structure and function; tissues; and the integumentary, skeletal, muscular, and nervous systems. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes

BIOL 2251	Anatomy and Physiology I	regarding who should or should not take this course.] 3-2/3-4 This lecture course is the first course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, biological chemistry; cellular structure and function; tissues; and the integumentary, skeletal, muscular, and nervous systems. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes

		regarding who should or should not take this course.] Corequisite: BIOL 2251L 3-0-3
BIOL 2251L	Anatomy and Physiology I Laboratory	This course is the laboratory component of BIOL 2251. It is designed to provide hands-on experiences that will enhance and reinforce the content covered in BIOL 2251. [Institutions may add further information appropriate to the way they offer laboratory content.] Corequisite: BIOL 2251 0-2/3-1
BIOL 2252K	Anatomy and Physiology II	This integrated lecture and laboratory course is the second course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, the cardiovascular, endocrine,

		lymphatic and immune, respiratory, digestive, urinary, and reproductive systems. Metabolism and fluid, electrolyte, and acid-base balance will also be covered. This course includes laboratory exercises that supplement the material covered in lectures. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes regarding who should or should not take this course.] 3-2/3-4
BIOL 2252	Anatomy and Physiology II	This lecture course is the second course in a two-semester sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered

	include, but are not limited to, the cardiovascular, endocrine, lymphatic and immune, respiratory, digestive, urinary, and reproductive systems. Metabolism and fluid, electrolyte, and acid-base balance will also be covered. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes regarding who should or should not take this course.] Corequisite: BIOL 2252L 3-0-3
BIOL 2252L Anatomy and Physiology II Laboratory	This course is the laboratory component of BIOL 2252. It is designed to provide hands-on experiences that will enhance and reinforce the content covered in BIOL 2252. [Institutions may add further information appropriate to the

	way they offer laboratory content.] Corequisite: BIOL 2252 0-2/3-1
BIOL 2260K Foundations of Microbiology	This integrated lecture and laboratory course provides an introduction to microbiology. This course introduces the student to the diversity and classification of medically significant microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics to be covered include, but are not limited to, microbial cell biology and genetics; major classes of disease-causing microorganisms; host immune response; microbial control; aseptic technique; disinfection; and isolation, culture, staining, and identification of microorganisms. Select laboratory exercises will provide training in the basic laboratory techniques for culture and

		identification of microbes. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes regarding who should or should not take this course.] 3-2/3-4
BIOL 2260	Foundations of Microbiology	This lecture course provides an introduction to microbiology. This course introduces the student to the diversity and classification of medically significant microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics to be covered include, but are not limited to, microbial cell biology and genetics; major classes of disease-causing microorganisms; host immune response; microbial control; aseptic technique; disinfection; and

		isolation, culture, staining, and identification of microorganisms. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions. [Each institution may add advising notes regarding who should or should not take this course.] Corequisite: BIOL 2260L 3-0-3
BIOL 2260L	Foundations of Microbiology Laboratory	Select laboratory exercises will provide training in the basic laboratory techniques for culture and identification of microbes. [Institutions may add further information appropriate to the way they offer laboratory content.] Corequisite: BIOL 2260 0-2/3-1
BUSA 1105	Introduction to Business	An integrative study of the functional areas of business (finance, operations, marketing, human resources, etc.)
BUSA 2105	Communicating in the Business Environment	A course emphasizing both interpersonal and

		organizational communications; to include written and oral exercises appropriate to business practice.
BUSA 2106	The Environment of Business	An introduction to the legal, regulatory, political, social, ethical, cultural environmental and technological issues which form the context for business; to include an overview of the impact and demographic diversity on organizations.
	For science courses in biology, chemistry, and physics, the sequences designed for non-science majors will be entitled "Introductory Biology, Introductory Chemistry, and Introductory Physics."	
Chemistry	The sequences designed for science majors will be entitled "Principles of Biology, Principles of Chemistry, and Principles of Physics." Combined lecture/lab courses should be indicated with a "K" suffix, and stand-alone lab courses should be indicated with an "L" suffix.	
CHEM 1100	Introductory Chemistry	A one-semester course covering basic concepts and applications of chemistry designed for non-science majors. There is no laboratory component.
CHEM 1101	Introductory Chemistry I	First course in a two-semester sequence covering the basic principles and applications of chemistry designed for non-science majors. Topics to

		be covered include atomic structure and isotopes, periodicity and chemical equations.
CHEM 1101K	Introductory Chemistry I	First course in a two-semester sequence covering the basic principles and applications of chemistry designed for non-science majors. Topics to be covered include atomic structure and isotopes, periodicity and chemical equations. Laboratory exercises supplement the lecture material.
CHEM 1101L	Introductory Chemistry I Laboratory	Laboratory exercises designed to supplement the lecture material of CHEM 1101.
CHEM 1102	Introductory Chemistry II	Second course in a two-semester sequence covering the basic principles and applications of chemistry designed for non-science majors.
CHEM 1102K	Introductory Chemistry II	Second course in a two-semester sequence covering the basic principles and applications of chemistry designed for non-science majors. Laboratory exercises

		supplement the lecture material.
CHEM 1102L	Introductory Chemistry II Laboratory	Laboratory exercises designed to supplement the lecture material of CHEM 1102.
CHEM 1151	Survey of Chemistry I	First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry.
CHEM 1151K	Survey of Chemistry I	First course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors. Topics to be covered include elements and compounds, chemical equations, nomenclature, and molecular geometry. Laboratory exercises supplement the lecture material.

CHEM 1151L	Survey of Chemistry Laboratory I	Laboratory exercises designed to supplement the lecture material of CHEM 1151.
CHEM 1152	Survey of Chemistry II	Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors.
CHEM 1152K	Survey of Chemistry II	Second course in a two-semester sequence covering elementary principles of general, organic and biochemistry designed for allied health professions majors. Laboratory exercises supplement the lecture material.
CHEM 1152L	Survey of Chemistry Laboratory II	Laboratory exercises designed to supplement the lecture material of CHEM 1152.
CHEM 1211	Principles of Chemistry I	First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter,

		stoichiometry, periodic relations, and nomenclature.
CHEM 1211K	Principles of Chemistry I	First course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Topics to be covered include composition of matter, stoichiometry, periodic relations, and nomenclature. Laboratory exercises supplement the lecture material.
CHEM 1211L	Principles of Chemistry Laboratory I	Laboratory exercises designed to supplement the lecture material of CHEM 1211.
CHEM 1212	Principles of Chemistry II	Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors.
CHEM 1212K	Principles of Chemistry II	Second course in a two-semester sequence covering the fundamental principles and applications of chemistry designed for science majors. Laboratory exercises

		supplement the lecture material.
CHEM 1212L	Principles of Chemistry Laboratory II	Laboratory exercises designed to supplement the lecture material of CHEM 1212.
CHIN 1001	Elementary Chinese I	
CHIN 1002	Elementary Chinese II	
CHIN 2001	Intermediate Chinese I	
CHIN 2002	Intermediate Chinese II	
COMM 1100	Human Communication	A broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking
COMM 1110	Public Speaking	The organization of materials and the vocal and physical aspects of delivery in various speaking situations.
CSCI 1301	Computer Science I	The course includes an overview of computers and programming; problem solving and algorithm development; simple data types; arithmetic and logic operators; selection structures; repetition structures; text files; arrays (one-and-two-dimensional); procedural abstraction and

		software design; modular programming (including subprograms or the equivalent).
CSCI 1302	Computer Science II	The course includes an overview of abstract data types (ADTs); arrays (multi-dimensional) and records; sets and strings; binary files; searching and sorting; introductory algorithm analysis (including Big-O); recursion; pointers and linked lists; software engineering concepts; dynamic data structures (stacks, queues, trees).
DATA 1501	Introduction to Data Science	This course is intended to provide an introduction into the field of Data Science. Students will develop skills in appropriate technology and basic statistical methods by completing hands-on projects focused on real-world data and addresses the social consequences of data analysis and application. Link to

		course outline. This is a templated course.
ECON 2105	Principles of Macroeconomics	This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze economic aggregates and evaluate economic policies.
ECON 2106	Principles of Microeconomics	This principles of economics course is intended to introduce students to concepts that will enable them to understand and analyze structure and performance of the market economy.
EDUC 2110	Investigating Critical & Contemporary Issues in Education	This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within

		and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts	Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy.

EDUC 2130	Exploring Learning & Teaching	Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational settings and contexts.
ENGL 0999	Support for English Composition	This Learning Support course provides corequisite support in reading and writing for students enrolled in ENGL 1101 – English Composition I. Topics will parallel those being studied in ENGL 1101 and the course will provide support for the essential reading and writing skills needed to be successful in ENGL 1101. Taken with ENGL 1101, this is a composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and

		also including introductory use of a variety of research skills.
ENGL 1101	English Composition I	A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.
ENGL 1102	English Composition II	A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.
ENGL 2110	World Literature (one course only)	A survey of important works of world literature.
ENGL 2111	World Literature I (as part of a two-course sequence or option)	A survey of important works of world literature from ancient times through the mid-seventeenth century.
ENGL 2112	World Literature II (as part of two-course sequence or option)	A survey of important works of

		world literature from the mid-seventeenth century to the present.
ENGL 2120	British Literature (one course only)	A survey of important works of British literature.
ENGL 2121	British Literature I (as part of two-course sequence or option)	A survey of important works of British literature from the Old English period through the neoclassical age.
ENGL 2122	British Literature II (as part of two-course sequence or option)	A survey of important works of British literature from the Romantic era to the present.
ENGL 2130	American Literature (one course only)	A survey of important works of American literature.
ENGL 2131	American Literature I (as part of two-course sequence or option)	A survey of American literature from the pre colonial age to the mid-nineteenth century.
ENGL 2132	American Literature II (as part of two-course sequence or option)	A survey of American literature from the mid nineteenth century to the present.
ENGL 2140	African American Literature (one course only)	Survey of important works of African American literature.
ENGL 2141	African American Literature I (as part of two-course sequence or option)	Survey of important works of African American literature, from its beginnings to the

		Harlem Renaissance.
ENGL 2142	African American Literature II (as part of two-course sequence or option)	Survey of important works of African American literature, from the Harlem Renaissance to contemporary time.
FARS 1001	Elementary Farsi I	
FARS 1002	Elementary Farsi II	
FARS 2001	Intermediate Farsi I	
FARS 2002	Intermediate Farsi II	
FILM 1100	Film Appreciation I	This course is a study of cinema as an art form, and introduces the basic elements of motion-picture form: camerawork, editing, narrative, sound, and mise-en-scene. The course also locates contemporary filmmaking within historical and international contexts.

Foreign Language Courses (Generic specifications)

____ 1001	1st semester elementary course (This course will not meet degree requirements at some USG institutions.)	
____ 1002	2nd semester elementary course	
____ 2001	1st semester intermediate course	
____ 2002	2nd semester intermediate course	
FREN 1001	Elementary French I	Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

FREN 1002	Elementary French II	Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions.
FREN 2001	Intermediate French I	
FREN 2002	Intermediate French II	
GEOG 1101	Introduction to Human Geography	A survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.
GEOG 1103	Geographic Perspectives on Multiculturalism in the U.S.	Geographic factors underlying multiculturalism and ethnic relationships in the United States. Three interrelated themes are emphasized: the spatial development and organization of culture; population growth, migration, and urbanization; and the spatial dimensions of political, economic, and social processes.

GEOG 1111	Introduction to Physical Geography (Earth Science Survey)	An introduction to physical geography, surveying climate, vegetation, soils, landforms, and water resources in their areal interrelations and distributions.
GEOG 1112	Introduction to Weather and Climate (3 credits lecture, 1 credit for optional lab, or 4 credits if combined)	Components of weather processes, and their measurement. Climatic elements and their control factors. Geographic classification of climatic and vegetative types on the Earth's surface. [May also be offered as ATSC 1112.]
GEOG 1113	Introduction to Landforms (3 credits lecture, 1 credit for optional lab, or 4 credits if combined)	Introductory analysis and classification of major types of land surfaces, stressing geographic characteristics. Study and interpretation of relationships between landforms and other phenomena through maps, air photos, and field observations. World coverage with stress on North America.
GEOG 1125	Resources, Society, and the Environment	Interactions between physical systems and human

		activities, and their effects on environmental quality and sustainability are emphasized. Topics include: geography of population and resource consumption, food production, water and air quality, energy policy, land/biotic resource management. Contrasting social, ethical, and technological perspectives on environmental concerns are explored.
GEOL 1121	Introductory Geosciences I (institutional option name, such as Physical Geology)	This course covers Earth materials and processes.
GEOL 1122	Introductory Geosciences II (institutional option name, such as Historical Geology)	This course covers geologic time, sedimentary environments, fossils, and Earth history.
GRMN 1001	Elementary German I	An introduction to the German language and the culture of the German-speaking world. Beginning of a survey of basic German grammar and the grammar and the development of the four language skills of listening, speaking, reading, and writing

		German. Some aspects of everyday life in the German-speaking world will also be introduced. [INSTITUTIONAL OPTION: Work with other media (audio, video, and/or computer) outside of class is required.]
GRMN 1002	Elementary German II	The second part of an introduction to the German language and the culture of the German-speaking world. Completion of the survey of basic German grammar and further development of the four language skills of listening, speaking, reading, and writing German. Aspects of everyday life in the German-speaking world will also be introduced. [INSTITUTIONAL OPTION: Work with other media(audio, video, and/or computer) outside of class is required.]
GRMN 2001	Intermediate German I	
GRMN 2002	Intermediate German II	
GREK 1001	Elementary Greek	Introduction to the grammar, reading,

		and translation of Classical Attic Greek.
GREK 1002	Elementary Greek II	Continued study of the grammar of Classical Attic Greek begun in GREK 1001, with further reading and translation.
GREK 2001	Intermediate Greek I	
GREK 2002	Intermediate Greek II	
HEBR 1001	Elementary Hebrew I	
HEBR 1002	Elementary Hebrew II	
HEBR 2001	Intermediate Hebrew I	
HEBR 2002	Intermediate Hebrew II	
HIST 1011	Survey of World History/Civilization I	A survey of World History to the post-classical period. (Three-semester version)
HIST 1012	Survey of World History/Civilization II	A survey of World History from the post-classical to early modern times. (Three-semester version)
HIST 1013	Survey of World History/Civilization III	A survey of World History from early modern times to the present. (Three-semester version)
HIST 1021	Survey of Western Civilization I	A survey of Western Civilization to the medieval period. (Three-semester version)
HIST 1022	Survey of Western Civilization II	A survey of Western Civilization from medieval to early modern times.

		(Three-semester version)
HIST 1023	Survey of Western Civilization III	A survey of Western Civilization from early modern times to the present. (Three-semester version)
HIST 1100	Survey of World History/Civilization	A thematic survey of World History to the present era. (One-semester version)
HIST 1111	Survey of World History/Civilization I	A survey of World History to early modern times. (Two-semester version)
HIST 1112	Survey of World History/Civilization II	A survey of World History from early modern times to the present. (Two-semester version)
HIST 1120	Survey of Western Civilization	A thematic survey of Western Civilization to the present. (One-semester version)
HIST 1121	Survey of Western Civilization I	A survey of Western Civilization to early modern times. (Two-semester version)
HIST 1122	Survey of Western Civilization II	A survey of Western Civilization from early modern times to the present. (Two-semester version)
HIST 2110	Survey of U.S. History	A thematic survey of U.S. History to

		the present. (One-semester version)
HIST 2111	Survey of U.S. History I	A survey of U.S. History to the post-Civil War period. (Two-semester version)
HIST 2112	Survey of U.S. History II	A survey of U.S. History from the post-Civil War period to the present. (Two-semester version)
HUMN 1000	Introduction to Humanities	An introduction to the study of human cultures which explores how important cultural texts, practices, and artifacts contribute to an enduring human quest for meaning and purpose. 3-0-3
ITAL 1001	Elementary Italian I	Introduction to listening, speaking, reading and writing in Italian and to the culture of Italian-speaking regions.
ITAL 1002	Elementary Italian II	Continued listening, speaking, reading and writing in Italian with further study of the culture of Italian-speaking regions.
ITAL 2001	Intermediate Italian I	
ITAL 2002	Intermediate Italian II	
JAPN 1001	Elementary Japanese I	
JAPN 1002	Elementary Japanese II	
JAPN 2001	Intermediate Japanese I	
JAPN 2002	Intermediate Japanese II	

LATN 1001	Elementary Latin I	Introduction to the Latin language: pronunciation, fundamentals of grammar, reading, and translation.
LATN 1002	Elementary Latin II	Continued study of Latin grammar and syntax begun in LATN 1001, with further reading and translation.
LATN 2001	Intermediate Latin I	
LATN 2002	Intermediate Latin II	
MATH 0996	Support for Elementary Statistics	This Learning Support course provides corequisite support for students enrolled in MATH or STAT 1401 – Elementary Statistics. Topics will parallel topics being studied in MATH/STAT 1401 and the course will provide support for the essential skills needed to be successful in MATH/STAT 1401. Taken with MATH/STAT 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics.

MATH 0997	Support for Quantitative Reasoning	This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1001 – Quantitative Reasoning. Topics will parallel topics being studied in MATH 1001 and the course will provide support for the essential quantitative skills needed to be successful in MATH 1001. Taken with MATH 1001, topics to be covered will include logic, basic probability, data analysis and modeling from data.
MATH 0998	Support for Mathematical Modeling	This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1101 – Introduction to Mathematical Modeling. Topics will parallel topics being studied in MATH 1101 and the course will provide support for essential quantitative skills needed to be successful in

	MATH 1101. Taken with MATH 1101, this course is an introduction to mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.
MATH 0999 Support for College Algebra	This Learning Support course provides corequisite support in mathematics for students enrolled in MATH 1111 – College Algebra. Topics will parallel topics being studied in MATH 1111 and the course will provide support for the essential quantitative skills needed to be

		successful in MATH 1111. Taken with MATH 1111, this course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.
MATH 1001	Quantitative Reasoning	This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, basic probability, data analysis and modeling from data.
MATH 1101	Introduction to Mathematical Modeling	This course is an introduction to mathematical modeling using graphical, numerical, symbolic, and

	verbal techniques to describe and explore real-world data and phenomena. Emphasis is on the use of elementary functions to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on effective communication of quantitative concepts and results.
MATH 1111 College Algebra	This course provides an in-depth study of the properties of algebraic, exponential and logarithmic functions as needed for calculus. Emphasis is on using algebraic and graphical techniques for solving problems involving linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions.
MATH 1112 College Trigonometry	This course is an in-depth study of the properties of trigonometric

		functions and their inverses. Topics include circular functions, special angles, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions, inverse trigonometric functions and their graphs, Law of Sines, Law of Cosines, and vectors.
MATH 1113	Pre-calculus	This course is an intensive study of the basic functions needed for the study of calculus. Topics include algebraic, functional, and graphical techniques for solving problems with algebraic, exponential, logarithmic, and trigonometric functions and their inverses.
MATH 1401 or STAT 1401	Elementary Statistics	This is a non-calculus based introduction to statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing,

		and other selected statistical topics.
MATH 2401 or STAT 2401	Elementary Statistics II	
MUSC 1100	Music Appreciation (or equivalent)	Introduction to Music History and literature.
MUSC 1080	Band (or equivalent)	Study, rehearsal, and concert performance or literature for band.
MUSC 1090	Choir (or equivalent)	Study, rehearsal, and concert performance of literature for choir.
MUSC 2080	Band (or equivalent)	Study, rehearsal, and concert performance or literature for band.
MUSC 2090	Choir (or equivalent)	Study, rehearsal, and concert performance of literature for choir.
NORW 1001	Elementary Norwegian I	
NORW 1002	Elementary Norwegian II	
NORW 2001	Intermediate Norwegian I	
NORW 2002	Intermediate Norwegian II	
PHIL 1010	Specific course name not specified but this number is to be used for 2 credit-hour critical thinking courses.	Specific course description not specified.
PHIL 2010	Specific course name not specified but this number is to be used for 3 credit introduction to philosophy courses.	Specific course description not specified.
PHIL 2020	Specific course name not specified but this number is to be used for 3 credit hours critical thinking courses.	Specific course description not specified.
PHIL 2030	Specific course name not specified but this number is to be used for 3 credit hour introduction to ethics courses.	Specific course description not specified.
PHIL 2040	Specific course name not specified but this number is to be used for 3 credit hour introduction to philosophy of art courses.	Specific course description not specified.

PHIL 2500	Specific course name not specified but this number is to be used for 3 credit hour symbolic logic courses.	Specific course description not specified.
Physical Science	PHSC or PHYS is the recommended prefix for common physical science courses that are developed. To date, there are no common physical science courses. Combined lecture/lab courses should be indicated with a "K" suffix, and stand-alone lab courses should be indicated with an "L" suffix. The approved course descriptions shown for chemistry illustrate the use of the suffixes.	
PHSC 1011	Physical Science I	Physical science lecture. Same as PHYS 1011.
PHSC 1011K	Physical Science I	Laboratory exercises supplement the lecture material. Same as PHYS 1011K.
PHSC 1011L	Physical Science I Laboratory	Laboratory exercises designed to supplement the lecture material of PHSC 1011. Same as PHYS 1011L.
PHSC 1012	Physical Science II	Physical science lecture. Same as PHYS 1012.
PHSC 1012K	Physical Science II	Laboratory exercises supplement the lecture material. Same as PHYS 1012K.
PHSC 1012L	Physical Science II Laboratory	Laboratory exercises designed to supplement the lecture material of PHSC 1012. Same as PHYS 1012L.
PHYS 1011	Physical Science I	Physical science lecture. Same as PHSC 1011.
PHYS 1011K	Physical Science I	Laboratory exercises

		supplement the lecture material. Same as PHSC 1011K.
PHYS 1011L	Physical Science I Laboratory I	Laboratory exercises designed to supplement the lecture material of PHYS 1011. Same as PHSC 1011L.
PHYS 1012	Physical Science II	Physical science lecture. Same as PHSC 1012.
PHYS 1012K	Physical Science II	Laboratory exercises supplement the lecture material. Same as PHSC 1012K.
PHYS 1012L	Physical Science II Laboratory I	Laboratory exercises designed to supplement the lecture material of PHYS 1012. Same as PHSC 1012L.
Physics	For science courses in biology, chemistry, and physics, the sequences designed for non-science majors will be entitled "Introductory Biology, Introductory Chemistry, and Introductory Physics." The sequences designed for science majors will be entitled "Principles of Biology, Principles of Chemistry, and Principles of Physics". Combined lecture/lab courses should be indicated with a "K" suffix, and stand-alone lab courses should be indicated with an "L" suffix. The approved course descriptions shown for chemistry illustrate the use of the suffixes.	
PHYS 1111	Introductory Physics I	An introductory course which will include mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics

		and waves. Elementary algebra and trigonometry will be used.
PHYS 1112	Introductory Physics II	An introductory course which will include electrostatics, electric current and circuits, and electromagnetism, and may also include optics and modern physics, Elementary algebra and trigonometry will be used.
PHYS 1211 or 2211	Principles of Physics I (1000 or 2000 level to be specified by institution)	An introductory course which will include mechanics (kinematics, dynamics, work and energy, momentum and collisions, and rotational motion and statics), and may also include thermodynamics and waves. Elementary calculus will be used.
PHYS 1212 or 2212	Principles of Physics II (1000 or 2000 level to be specified by institution)	An introductory course which will include electrostatics, electric current and circuits, and electromagnetism, and may also include optics and modern physics. Elementary calculus will be used.

POLS 1101	American Government	
POLS 2101	Introduction to Political Science	
POLS 2201	State and Local Government	
POLS 2301	Introduction to Comparative Politics	
POLS 2401	Global Issues	
POLS 2501	Domestic Issues	
POLS 2601	Introduction to Public Administration	
PORT 1001	Elementary Portuguese I	Introduction to listening, speaking, reading and writing Portuguese and to the culture of Portuguese-speaking regions.
PORT 1002	Elementary Portuguese II	Continued listening, speaking, reading and writing in Portuguese with further study of the culture of Portuguese-speaking regions.
PORT 2001	Intermediate Portuguese I	
PORT 2002	Intermediate Portuguese II	
PSYC 1101	Introduction to General Psychology (Institutional option for name addendum - e.g. Principles I)	A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormal.
PSYC 2101	Introduction to the Psychology of Adjustment (Institutional option for name addendum)	An introductory examination of the applied psychological theory and research concerning mental

		health and well being.
PSYC 2103	Introduction to Human Development (Institutional option for name addendum)	An introductory, non-laboratory based examination of human development across the lifespan with an emphasis on typical patterns of physical, cognitive, and social development.
RUSS 1001	Elementary Russian I	
RUSS 1002	Elementary Russian II	
RUSS 2001	Intermediate Russian I	
RUSS 2002	Intermediate Russian II	
SOCI 1101	Introduction to Sociology	A survey of the discipline of sociology. Topics will include sociological theory, methods and selected substantive area.
SOCI 1160	Introduction to Social Problems	A theoretical and empirical analysis of selected major social problems confronting American society.
SOCI 2293	Introduction to Marriage and Family	An introduction to the structure, processes, problems and adjustments of contemporary marriage and family life.
SPAN 1001	Elementary Spanish I	Introduction to listening, speaking, reading and writing in Spanish and to the culture of

		Spanish-speaking regions.
SPAN 1002	Elementary Spanish II	Continued listening, speaking, reading and writing in Spanish with further study of the culture of Spanish-speaking regions.
SPAN 2001	Intermediate Spanish I	
SPAN 2002	Intermediate Spanish II	
STAT 0996	Support for Elementary Statistics	This Learning Support course provides corequisite support for students enrolled in MATH or STAT 1401 – Elementary Statistics. Topics will parallel topics being studied in MATH/STAT 1401 and the course will provide support for the essential skills needed to be successful in MATH/STAT 1401. Taken with MATH/STAT 1401, topics to be covered will include descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistics topics.
STAT 1401 or MATH 1401	Elementary Statistics	This is a non-calculus based introduction to

		statistics. Course content includes descriptive statistics, probability theory, confidence intervals, hypothesis testing, and other selected statistical topics.
STAT 2401 or MATH 2401	Elementary Statistics II	
THEA 1100	Theatre Appreciation	Survey and critical appreciation of Theatre.
YORU 1001	Elementary Yoruba I	
YORU 1002	Elementary Yoruba II	
YORU 2001	Intermediate Yoruba I	
YORU 2002	Intermediate Yoruba II	

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