The University System of Georgia (USG) is comprised of multiple diverse institutions that collectively operate to create a more educated Georgia while also retaining individually distinct missions. The colleges and universities of the USG are categorized into different sectors based on factors such as the types of degree programs offered by the institution, extent to which the institution engages in research, cost of attendance, and admissions selectivity.

Minimum admission requirements are set by the Board of Regents (BOR) for each sector. The requirements include criteria such as test scores, high school Grade Point Average (GPA), freshman index (a calculation that uses the high school GPA and SAT/ACT test scores) and the successful completion of the USG’s Required High School Curriculum (RHSC). The Required High School Curriculum is the cornerstone of the BOR admission policy. Students are encouraged to take the most rigorous high school courses available to them. At a minimum, students must complete:

- 4 Carnegie units of college preparatory English
- 4 Carnegie units of college preparatory math
- 4 Carnegie units of college preparatory science
- 3 Carnegie units of college preparatory social science
- 2 Carnegie units of the same foreign language, or 2 units of American Sign Language, or 2 units of computer science

Colleges and universities are allowed to establish additional and/or higher admission requirements than those set by the BOR. At the USG’s most selective institutions, such as the University of Georgia and the Georgia Institute of Technology, the rigor of a student’s high school curriculum is another important factor and rigor can be exemplified in a number of ways, including through dual enrollment courses. First, GPAs are typically recalculated by selective institutions for standardization across high schools. AP and IB courses are often given extra weighting as the rigor of these courses is standardized across the nation. **USG’s selective institutions also take a contextual view of a student’s schedule. AP, IB, honors, and dual enrollment courses can all be considered rigorous, but it depends on the context of the student’s high school. The most successful applicants are those who take advantage of the most rigorous curriculum available to them in whatever form that may take.** For example, a student attending a high school with a wide array of AP courses may elect to add rigor to his or her high school curriculum by taking one or more AP courses. Or, a very mathematically-inclined student may exhaust all math offerings at his or her high school and may instead add rigor to his or her high school curriculum by taking advanced math courses as a dual enrollment student at a local college or university. Both are examples of students opting for a rigorous curriculum and USG institutional admissions officers are able to take this type of context into account.

High school students planning to apply to a USG college or university are encouraged to visit the institution’s website and/or speak with an admission officer to learn about any institution-specific admission requirements that may apply.

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1 Research Universities, Comprehensive Universities, State Universities, and State Colleges
2 The specific courses that satisfy the RHSC can be found on the USG’s Staying on Course document which can be accessed online at [www.usg.edu/student_affairs/documents/Staying_on_Course.pdf](http://www.usg.edu/student_affairs/documents/Staying_on_Course.pdf).