

<b>Core Curriculum</b>	
Definition	“Core curriculum” means the curriculum in liberal arts, humanities, and sciences and political, social, and cultural history that all undergraduate students of an institution of higher education, including a college district, are required to complete before receiving an academic undergraduate degree. <i>Education Code 61.821(1)</i>
Recommendation	The Coordinating Board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop a recommended core curriculum of at least 42 semester credit hours (SCH), including a statement of the content, component areas, and objectives of the core curriculum. At least a majority of the members of any advisory committee shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the Coordinating Board as the institution’s representative on an advisory committee. <i>Education Code 61.822(a-1)</i>
Adoption	<p>Each institution of higher education shall adopt a core curriculum of no less than 42 SCH, including specific courses comprising the curriculum. The core curriculum shall be consistent with the common course numbering system approved by the Coordinating Board and with the statements, recommendations, and rules issued by the Coordinating Board. No institution may adopt a core curriculum of more than 42 SCH. <i>Education Code 61.822(b); 19 TAC 4.29</i></p> <p>In offering its Coordinating Board-approved core curriculum, an institution of higher education must list only those courses that have been approved by the Coordinating Board as compliant with the Texas Core Curriculum. <i>19 TAC 4.31</i></p>
<i>Adoption of Core Curriculum Effective Fall 2014</i>	<p>Each public institution of higher education, including each college district, must submit its proposed core curriculum to the Coordinating Board for staff review and approval by November 30, 2013. [See COMPONENT AREAS EFFECTIVE FALL 2014, below] An institution shall follow the procedures posted on the Coordinating Board's website regarding the implementation and approval of the initial core curricula.</p> <p>No institution may adopt a core curriculum of more than 42 SCH. No upper-division course shall be approved to fulfill a foundational component area requirement in the core curriculum if it is substantially comparable in content or depth of study to a lower-division course listed in the Lower-Division Academic Course Guide Manual.</p> <p>An institution will receive a letter from Coordinating Board staff giving notice of approval of the initial core curriculum and/or indicating</p>

any courses that do not meet provisions of the core curriculum. Upon receiving an approval letter from Coordinating Board staff, the institution must document the approved core curriculum in institutional publications.

*19 TAC 4.28(a)(2), .29, .31(1)*

*Revisions*

An institution of higher education, including a college district, may request changes to its core curriculum annually. One comprehensive request may be submitted each academic year, on a schedule that suits the institution's needs. An institution should follow the procedures posted on the Coordinating Board's website to modify its core curriculum by adding or deleting courses and must provide information to justify the requested changes.

The institution will receive a letter from Coordinating Board staff giving notice of approval of the proposed changes and/or indicating any changes that do not meet provisions of the current core curriculum, and identifying an effective date for any approved change(s). Upon receiving an approval letter from Coordinating Board staff, the institution shall make any required changes to its core curriculum and will document those changes in institutional publications.

*19 TAC 4.31(b)*

Component Areas  
Effective Through  
Summer 2014

Each college's core curriculum must be designed to satisfy the exemplary educational objectives specified for the component areas of the "Core Curriculum: Assumptions and Defining Characteristics" adopted by the Coordinating Board; all lower-division courses included in the core curriculum must be consistent with the "Texas Common Course Numbering System;" and must be consistent with the framework identified in CHARTS I and II below. CHART I specifies the minimum number of SCH required in each of five major component areas that a core curriculum must include (with sub-areas noted in parentheses). CHART II specifies options available to colleges for the remaining 6–12 SCH. *19 TAC 4.28(b)*

An institution may include within its core curriculum a course or courses that combine exemplary educational objectives from two or more component areas of the exemplary educational objectives defined in this section. *19 TAC 4.28(g)*

*Chart I*

Colleges must select 36 SCH of the core curriculum according to the parameters described below.

<b>Component Area</b>	<b>Required Semester Credit Hours</b>
Communication (English rhetoric/composition)	6
Mathematics (the first college-level math course a student completes, including but not limited to introductory statistics, logic, college algebra, or any more advanced math course for which the student is qualified upon enrollment)	3
Natural Sciences	6
Humanities and Visual and Performing Arts, which must include:	6
Visual/Performing Arts	(3)
Other (literature, philosophy, modern or classical language/ literature and cultural studies*)	(3)
Social and Behavioral Sciences, which must include:	15
U.S. History (legislatively mandated)	(6)
Political Science (legislatively mandated)	(6)
Social/Behavioral Science	(3)
<b>Total Minimum Requirements</b>	<b>36</b>

\* Humanities application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

*Chart II*

To complete the required 42-SCH core curriculum, colleges shall select an additional 6 SCH from one or more of the following:

<b>Component Area</b>	<b>Possible Additional Semester Credit Hours (6 Total)</b>
Communication (composition, speech, modern language /communication skills*)	Up to 6

<b>Component Area</b>	<b>Possible Additional Semester Credit Hours (6 Total)</b>
Mathematics (the second college-level math course a student completes, including but not limited to finite math, statistics, calculus, or courses listed in CHART I)	Up to 3
Natural Sciences	Up to 3
Humanities (literature, philosophy, modern or classical language/literature and cultural studies**) and Visual and Performing Arts	Up to 3
Social and Behavioral Sciences	Up to 3
Institutionally Designated Option (may include additional SCH in the categories listed above, computer literacy, health/ wellness, kinesiology, capstone or interdisciplinary courses, and the like)	Up to 6
<b>Total Additional Hours</b>	<b>6</b>

\* Communication application of a modern language means the basic proficiency skills acquired during introductory courses and including a working competency in grammar, writing, speaking, and listening/comprehension in a foreign language.

\*\* Humanities application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

*19 TAC 4.28 (a)–(b)*

Component Areas  
Effective Fall 2014

Each institution of higher education, including each college district, that offers an undergraduate academic degree program shall develop its core curriculum by using the Coordinating Board-approved purpose, core objectives, and foundational component areas of the Texas Core Curriculum. *19 TAC 4.28(b)*

*Purpose*

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. *19 TAC 4.28(b)(1)*

- Core Objectives* Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:
1. **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information;
  2. **Communication Skills:** to include effective development, interpretation, and expression of ideas through written, oral, and visual communication;
  3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;
  4. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
  5. **Personal Responsibility:** to include the ability to connect choices, actions, and consequences to ethical decision-making; and
  6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

*19 TAC 4.28(b)(2)*

*Foundational  
Component  
Areas (36 SCH)*

Each institution's core curriculum will be composed of courses that adhere to the content description, core objectives, and SCH requirements for a specific component area. The foundational component areas are:

1. **Communication (6 SCH):**
  - a. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
  - b. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Personal Responsibility.
2. **Mathematics (3 SCH):**

- a. Courses in this category focus on quantitative literacy in logic, patterns, and relationships.
  - b. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
  - c. The following three Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, and Empirical and Quantitative Skills.
3. Life and Physical Sciences (6 SCH):
- a. Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
  - b. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Teamwork.
4. Language, Philosophy, and Culture (3 SCH):
- a. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
  - b. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.
5. Creative Arts (3 SCH):
- a. Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
  - b. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

- c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, and Social Responsibility.
6. American History (6 SCH):
  - a. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
  - b. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.
7. Government/Political Science (6 SCH):
  - a. Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.
  - b. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.
8. Social and Behavioral Sciences (3 SCH):
  - a. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
  - b. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.
  - c. The following four Core Objectives must be addressed in each course approved to fulfill this category requirement:

Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Social Responsibility.

*19 TAC 4.28(b)(3)*

Each student must meet the number of SCH in each foundational component area; however, an institution receiving a student in transfer is not required to apply to the fulfillment of a foundational component area requirement SCH beyond the number of SCH specified in a foundational component area. *19 TAC 4.28(f)*

A course may only apply to a single foundational component area. If the SCH for a course in a foundational component exceed the number of SCH allotted in that foundational component area, the excess SCH must be applied to the Component Area Option. *19 TAC 4.28(g)*

*Component Area  
Option  
(6 SCH)*

Except as provided below, each course designated to complete the Component Area Option must meet the definition and Core Objectives specified in one of the foundational component areas outlined above.

As an option for up to three semester credit hours of the Component Area Option, an institution may certify that the course(s) meet(s) the definition specified for one or more of the foundational component areas and include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. For the purposes of gaining approval for or reporting a Component Area Option course, an institution is not required to notify the Coordinating Board of the specific foundational component area(s) and Core Objectives associated with the course(s).

*19 TAC 4.28(b)(4)*

*Applicability*

Any student who first enrolls in an institution of higher education following high school graduation in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

Any student who is admitted under the terms of the Academic Fresh Start program and who first enrolls under that admission in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

Any student who first enrolled in an institution of higher education prior to fall 2014 shall, after consultation with an academic advisor, have the choice to:

1. Complete the core curriculum requirements in effect in summer 2014; or



2. Transition to the current core curriculum requirements, in which case, previously completed core curriculum courses shall be applied to the current core curriculum requirements under the same terms as those that apply to a student who transfers from one institution to another. The student shall then complete the remaining requirements under the current core curriculum.

*19 TAC 4.28(b)(5)*

Concurrent  
Enrollment

A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum requirements in effect for the institution at which the student is classified as a degree-seeking student. A student who is concurrently enrolled at more than one institution of higher education may be classified as a degree-seeking student at only one institution. If a student maintains continuous enrollment from a spring semester to the subsequent fall semester at an institution at which the student has declared to be seeking a degree, the student remains a degree-seeking student at that institution regardless of the student's enrollment during the intervening summer session(s) at another institution. [See EFB(LEGAL)] *19 TAC 4.28(d)*

Substitutions and  
Waivers

No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except that the institution may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement for a student with a medically documented learning disability. *19 TAC 4.28(j)–(k)*

Notice

Each institution must publish and make readily available to students its core curriculum requirements stated in terms consistent with the Texas Common Course Numbering System. *19 TAC 4.28(i)*

For transfer students, see EGA(LEGAL). For students with learning disabilities, see EFCA(LEGAL).

Transcripts

All undergraduate student transcripts should indicate whether a student has completed the core curriculum satisfactorily and which courses satisfied a requirement of the institution's core curriculum. Identifying numbers recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) must identify each completed core curriculum course on students' transcripts, in order to indicate courses utilized to satisfy core curriculum foundational component area requirements, as follows:

1. Communication = 010;

2. Mathematics = 020;
3. Life and Physical Sciences = 030;
4. Language, Philosophy and Culture = 040;
5. Creative Arts = 050;
6. American History = 060;
7. Government/Political Science = 070;
8. Social and Behavioral Sciences = 080; and
9. Component Area Option = 090.

*19 TAC 4.28(h)*

**Evaluation of Core  
Curricula**

Each public institution of higher education, including a college district, shall evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Coordinating Board every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor. The evaluation and report must include:

1. A description of the assessment process for each of the six core objectives;
2. An explanation of measures, methodology, frequency, and the time line of assessment activities;
3. The criteria and/or targets used to benchmark the attainment of the six core objectives;
4. The results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives;
5. An analysis of the results, including an interpretation of assessment information; and
6. Any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement.

*Education Code 61.824; 19 TAC 4.30*

**Field of Study  
Curriculum**

The Coordinating Board, with the assistance of advisory committees composed of representatives of institutions of higher education, shall develop field of study curricula. Each advisory committee shall be equitably composed of representatives of institutions of higher education. Each university system or

institution of higher education, including each college district, which offers a degree program for which a field of study curriculum is proposed shall be offered participation on the advisory committee for that particular field of study. At least a majority of the members of any advisory committee named under this section shall be faculty members of an institution of higher education. An institution shall consult with the faculty of the institution before nominating or recommending a person to the Coordinating Board as the institution's representative on an advisory committee. *Education Code 61.823*

"Field of study curriculum" means a set of courses that will satisfy the lower division requirements for a bachelor's degree in a specific academic area at a general academic teaching institution. *Education Code 61.821(2)*

**Evaluation of Field of Study Curricula**

Each institution, including each college district, must review and evaluate its procedures for complying with field of study curricula at intervals specified by the Coordinating Board and shall report the results of that review to the Coordinating Board. These reports shall be submitted following the same timetable as the regular reports of core curriculum evaluations. *19 TAC 4.32(f)*

**Government or Political Science**

Every college and university receiving state support or state aid from public funds, including a college district, shall provide a course of instruction in government or political science that includes consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. This course shall have a credit value of not less than six semester hours or its equivalent. A college and university receiving state support or state aid from public funds shall not grant a degree or an academic certificate to any person unless the person has credit for such a course. The college or university may determine that a student has satisfied this requirement in whole or in part on the basis of credit granted to the student by the college or university for a substantially equivalent course completed at another accredited college or university or on the basis of the student's successful completion of an advanced standing examination administered on the conditions and under the circumstances common for the college or university's advanced standing examinations. The college or university may grant as much as three semester hours of credit or its equivalent toward satisfaction of this requirement for substantially equivalent work completed by the student in the program of an approved senior Reserve Officers' Training Corp (ROTC) unit. *Education Code 51.301*

**American or Texas History**

A college or university receiving state support or state aid from public funds, including a college district, may not grant a degree or

an academic certificate to any student unless the student has credit for six semester hours or its equivalent in American History. A student is entitled to submit as much as three semester hours of credit or its equivalent in Texas History in partial satisfaction of this requirement. The college or university may determine that a student has satisfied this requirement in whole or part on the basis of credit granted to the student by the college or university for a substantially equivalent course completed at another accredited college or university, or on the basis of the student's successful completion of an advanced standing examination administered on the conditions and under the circumstances common for the college or university's advanced standing examinations. The college or university may grant as much as three semester hours of credit or its equivalent toward satisfaction of this requirement for work completed by a student in the program of an approved senior ROTC unit. *Education Code 51.302*

**Counseling and  
Social Work**

The curricula of medical, dental, nursing, allied health, counseling, and social work degree programs of institutions of higher education, including college districts, shall:

1. Include information about methods of transmission and methods of prevention of HIV infection and information about federal and state laws, rules, and regulations concerning HIV infection and AIDS.
2. Give special attention to the physical, emotional, and psychological stress associated with the care of patients with terminal illnesses.

*Education Code 51.919(e)*

**Mexican-American  
Studies**

The governing board of a public junior college district located in one or more counties with a substantial and growing Mexican-American population shall evaluate the demand for and feasibility of establishing a Mexican-American studies program or other coursework in Mexican-American studies at one or more junior colleges in the district. With approval of the Coordinating Board, the governing board may establish a Mexican-American studies program or other coursework in Mexican-American studies at any of those colleges if the governing board determines that such a program or coursework is desirable and feasible. *Education Code 130.0102*