

Summary of Guidelines for Texas Core Curriculum Requirements

(UNOFFICIAL)

This document is a summary of Chapter 4: Rules Applying to All Public Institutions of Higher Education in Texas Subchapter B. Transfer of Credit, Core Curriculum and Field of Study Curricula.

4.28 Core Curriculum

(a) General.

(1) In accordance with Texas Education Code, §§61.821 - 61.832[±], each [~~general academic institution, community college, and health-related~~] institution of higher education that offers an undergraduate academic degree program shall design and implement a core curriculum, including specific courses composing the curriculum, of no less than 42 lower-division semester credit hours.

[4.29. Core Curricula Larger Than 42 Semester Credit Hours

No institution may adopt a core curriculum of more than 42 semester credit hours.]

(2) 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.

(b) (1) **Statement of 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.

(2) **Core Objectives.** Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

(A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

(B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;

(C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;

(D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;

(E) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making; and

(F) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

(3) Foundational Component Areas with Content Descriptions, Core Objectives and Semester Credit Hour (SCH) Requirements. Each institution's core curriculum will be composed of courses that adhere to the content description, core objectives, and semester credit hour requirements for a specific component area. The foundational component areas are:

(A) Communication (6 SCH).

(i) 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.

(ii) 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.

(iii) 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.

(B) Mathematics (3 SCH).

(i) Courses in this category focus on quantitative literacy in logic, patterns, and relationships.

(ii) Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

(iii) 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.

(C) Life and Physical Sciences (6 SCH).

(i) Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.

(ii) Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on physical world and on human experiences.

(iii) 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

(D) Language, Philosophy, and Culture (3 SCH).

(i) Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.

(ii) Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

(iii) 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.

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(E) Creative Arts (3 SCH).

- (i) Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
- (ii) Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.
- (iii) 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.

(F) American History (6 SCH).

- (i) 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.
- (ii) 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.
- (iii) 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.

(G) Government/Political Science (6 SCH).

- (i) 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.
- (ii) Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.
- (iii) 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.

(H) Social and Behavioral Sciences (3 SCH).

- (i) Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
- (ii) Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.
- (iii) 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.

(I) Component Area Option (6 SCH).

- (A) Courses used to complete the Component Option must meet the definition and criteria specified in one or more of the foundational Component Areas outlined in §4.28 (b) (3) (A) through (H).
- (B) The Core Objectives required in the corresponding foundational Component Area apply to each course used to fulfill the Component Area Option.

Map Core Curriculum Objectives to Foundational Component Areas.

Any course developed and approved for use in an institution's core curriculum must address at least three of the Core Objectives, mapped to specific Foundational Component Areas (see Table 1). Institutions must include the required Core Objectives designated for a particular Foundational Component Area, and may include any additional Core Objectives (designated as optional on the chart) for that Foundational Component Area.

Table 1: Core Objectives and Foundational Component Areas Mapping

Foundational Component Areas	Core Objectives					
	Critical Thinking	Communication Skills	Empirical & Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	OPTIONAL	REQUIRED
Mathematics	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	OPTIONAL
Life & Physical Sciences	REQUIRED	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL
Language, Philosophy and Culture	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Creative Arts	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	REQUIRED	OPTIONAL
American History	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Government/ Political Science	REQUIRED	REQUIRED	OPTIONAL	OPTIONAL	REQUIRED	REQUIRED
Social/Behavioral Science	REQUIRED	REQUIRED	REQUIRED	OPTIONAL	REQUIRED	OPTIONAL
Component Option	Depends on component area	Depends on component area	Depends on component area	Depends on component area	Depends on component area	Depends on component area

REQUIRED = required Core Objectives to be addressed in each course selected for inclusion in the Foundational Component Area.

OPTIONAL = institution may include Core Objective for each course selected for inclusion in the Foundational Component Area.