

TO: Presidents and Chief Instructional Officers of Public Community and Technical Colleges, Chancellors, Presidents, Chief Academic Officers of Public Universities and Health-Related Institutions, and Community and Technical College Liaisons

FROM: MacGregor M. Stephenson

SUBJECT: 2014 Core Curriculum Submission Process

In anticipation of institutions' submission of the 2014 Core Curriculum, I am providing this update on the submission process. Please circulate this memo to all your faculty and administrators who are involved in the development of your institution's 2014 Core Curriculum.

The Coordinating Board staff is creating an online submission portal specifically for institutions to submit their proposed 2014 Core Curriculum. Details and instructions for using this online submission portal will be sent to institutions by early July 2013. All institutions must submit their 2014 Core Curriculum on or before the deadline of November 30, 2013. Upon receipt of the institutions proposed 2014 Core Curriculum, my staff will evaluate each submission and provide feedback, including approval or request for revisions to each institution.

Online Submission of 2014 Core Curriculum

Early Submission: August 1, 2013 – October 31, 2013

The Coordinating Board staff is asking institutions that have completed their 2014 Core Curriculum to submit their documentation beginning August 1, 2013 through October 31, 2013. However, only a limited number may be submitted during this early period.

If you would like to submit your institution's proposed 2014 Core Curriculum during the early submission time period, please email Catherine Parsonneault (catherine.parsonneault@theccb.state.tx.us). The number of institutions that may submit their documentation early is limited and requests to participate will be on a first-come basis.

Regular Submission: November 1 - 30, 2013

The online submission portal will be open to all institutions beginning November 1 through November 30, 2013. Institutions must submit their core curriculum proposal on or before the close of business **November 30, 2013.**

All 2014 Core Curriculum will be submitted through the Coordinating Board's online portal.

Timeline

Institutions must adhere to the following timeline for submission of the 2014 Core Curriculum:

1. August 1 – October 31, 2013: Early submission period for institutions to submit 2014 Core Curriculum to Coordinating Board for review.
2. November 30, 2013: Deadline for institutions to submit their proposed 2014 Core Curriculum to Coordinating Board for review.

3. September 2013 – February 2014: Coordinating Board staff conduct review of institutions' 2014 Core Curriculum.
4. March 1, 2014: Institutions' approved 2014 Core Curriculum posted and available on the Coordinating Board's new webpage, Texas Core Curriculum Webcenter.

2014 Core Curriculum – Submission Components

Component I. Course Selection Process

- A. Describe the institution's process for ensuring that each course aligns with the Foundational Component Area description and includes the required Core Objectives.

Component II. Core Objective Assessment Plan

The assessment of the Core Curriculum is an evaluation of attainment of the Core Objectives.

- A. Describe the institution's process to determine the appropriate level of attainment of each Core Objective.
- B. Describe the institution's plan for assessment of each Core Objective. Include the following components of the institution's assessment plan:
 - Assessment methods – explain the methodology (institutional portfolios, embedded assessment, etc.), describe the measures (must include at least one direct measure), outline the frequency and timeline of assessment;
 - Criteria/Targets – explain the criteria and targets for the level of attainment of each Core Objective, include references to externally informed benchmarks;
 - Analysis – explain how the results of the assessment will be evaluated; and
 - Actions and Follow-up – explain the process for improving student learning based on the assessment results.

The Coordinating Board encourages institutions to voluntarily participate in a peer review of the assessment of the six Core Objectives. This review may be included with the Core Objective Assessment Plan.

NOTE: *Institutions will continue to provide assessment results to the Coordinating Board on a 10-year cycle aligned with the institutions' Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reviews.*

Component III. Proposed Courses

All proposed courses must align with the description of at least one Foundational Component Area (FCA) and incorporate the appropriate Core Objectives. The FCA and Core Objective definitions with Core Objective alignment can be found on the [Elements of the Core Curriculum](#) website, on the attached Quick Reference Guide, and in Coordinating Board rules, Chapter 4, Subchapter B, Section 4.28.

- A. Provide the course prefix, number, title, semester credit hours, component area, and Texas Common Course Number (TCCNS) equivalent (www.tccns.org), as applicable.

- B. Provide link(s) to specific documentation of how the students will demonstrate the Core Objectives, such as syllabi and other relevant material. (For example, course information website as required by Texas Education Code Chapter 51, Subchapter Z, Section 974 – *Internet Access to Course Information*.)

NOTES:

- A student must be able to complete an institution's 2014 Core Curriculum in 42 SCH.
- Each course must be listed individually (i.e., an institution may not identify "Any lower-division Anthropology course" as fulfilling a FCA requirement).
- Each course may only be listed in one of the eight foundational component areas. However, any course listed in a FCA may also be listed as an option in the Component Area Option (CAO).
- Unique needs courses available at community and technical colleges will not be considered for inclusion in an institution's 2014 Core Curriculum.

Areas of Special Consideration

Government/Political Science (Universities only)

If GOVT 2305 and GOVT 2306 equivalents are not included as course options in the Government/Political Science FCA, explain how a transfer student who completes either one or the other (GOVT 2305 or GOVT 2306), but not both, can fulfill the statutory requirements (Texas Education Code 51.301).

Explanation of Overflow Semester Credit Hours in a Foundational Component Area (as applicable)

If the minimum semester credit hours (SCH) above those outlined in rules are required or optional for any Foundational Component Area, explain the SCH disbursement in the Component Area Option and/or potential effects on the overall degree requirements.

Additional information about the 2014 Core Curriculum and Frequently Asked Questions can be found on the Coordinating Board's Core Curriculum website:

<http://www.thecb.state.tx.us/corecurriculum2014>.

If you have any questions, please contact my staff, Catherine Parsonault (catherine.parsonault@thecb.state.tx.us) or Lucy Heston (lucy.heston@thecb.state.tx.us).

Also attached: Quick Reference for 2014 Core Curriculum

Foundational Component Area	SCH	● Required Core Objectives			○ Optional Core Objectives		
		CT	COM	EQS	TW	SR	PR
Communication	6	●	●	○	●	○	●
<p>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.</p> <p>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.</p>							
Mathematics	3	●	●	●	○	○	○
<p>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.</p> <p>Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.</p>							
Life and Physical Sciences	6	●	●	●	●	○	○
<p>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.</p> <p>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.</p>							
Language, Philosophy & Culture	3	●	●	○	○	●	●
<p>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.</p> <p>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.</p>							
Creative Arts	3	●	●	○	●	●	○
<p>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.</p> <p>Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.</p>							
American History	6	●	●	○	○	●	●
<p>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.</p> <p>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.</p>							
Government/Political Science	6	●	●	○	○	●	●
<p>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.</p> <p>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.</p>							
Social and Behavioral Sciences	3	●	●	●	○	●	○
<p>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.</p> <p>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.</p>							
Component Area Option	6	●	●	○	○	○	○
<p>a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas</p> <p>b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:</p> <p>(i) Meet(s) the definition specified for one or more of the foundational component areas; and</p> <p>(ii) 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.</p>							

Texas Core Curriculum 2014

Chapter 4 B §4.28 – 4.31

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.

Core Objectives

- ∞ **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
 - ∞ **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
 - ∞ **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - ∞ **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 - ∞ **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
 - ∞ **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
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Guidelines

- ∞ Core = 42 SCH
 - FCA over-flow hours must be accounted for in CAO or degree requirements
- ∞ Courses must meet FCA definition and include required Core Objectives
- ∞ Component Area Option
 - min 3 SCH must match FCA definition & Core Objectives
 - max 3 SCH match FCA + Core Objectives Critical Thinking, Communication Skills, & one other (institution's choice)
- ∞ Unique needs courses no longer allowed
- ∞ One change per year per institution
 - Schedule that suits the institution
 - Request received before March 1 will be approved for following Fall semester
- ∞ Website: <http://www.thecb.state.tx.us/corecurriculum2014>