Core Curriculum
Fall 2014
Transformative Change

1999 CORE
• A dissociated list of courses to complete.

2014 CORE
• A set of skills to master in a variety of disciplinary settings.
Through the 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
- Communication Skills
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

Coordinating Board Rules Chapter 4 Subchapter B §4.28
# Core Curriculum Components

<table>
<thead>
<tr>
<th>Component Area</th>
<th>SCH</th>
<th>Transcript Code</th>
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<tr>
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FCA Content Description

Creative Arts

(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.

Coordinating Board Rules Chapter 4 Subchapter B §4.28 (b)(3)(E)
FCA Content Description
Life and Physical Science

(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 the physical world and on human experiences.

Coordinating Board Rules Chapter 4 Subchapter B §4.28 (b)(3)(C)
# Core Objectives Mapped to FCAs

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<th>FCA</th>
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Component Area Option

- All courses must be aligned with the description of at least one of the 8 FCA
  - At least 3 SCH + match FCA description & Core Objectives
  - Up to 3 SCH + match FCA description & 3 Core Objectives (Critical Thinking + Communication Skills + Institutionally-selected CO)

- 6 SCH maximum
- Replaces the Institutionally Designated Option
- Excess SCH from other FCA
- Allows for student choice and flexibility
Assessment of the Core Curriculum
... in with the New

- 6 Core Objectives ONLY!
- Focus on *coherent* general education knowledge and skills needed by all students
- Make assessment and evaluation more *relevant* to the skills and knowledge needed by students
- Ensure that Core Curriculum assessment would meet SACSCOC Comprehensive Standard 3.5.1
Values for Assessing the Core Objectives

The purpose of assessment is for institutions to discover, document and seek to improve student attainment of the six Core Objectives of the Core Curriculum.

1. The Core Objectives form the foundation of the institution's General Education Core Curriculum.

2. Institutions use assessment of the Core Objectives to improve student learning.

3. Faculty participation is integral throughout the assessment cycle.

4. Institutions use multiple measures for effective assessment, including at least one direct measure per Core Objective. Externally informed benchmarks are encouraged.

5. Assessment practice is evolving.
Assessment Process

1. Assessment methods
   • Explanations of measures, methodology, frequency and timeline of assessment

2. Criteria/Targets
   • Explanation of targets or benchmarks of Core Objective attainment

3. Results
   • Evidence of attainment of the six Core Objectives

4. Analysis
   • Interpretation of assessment information

5. Actions and Follow-ups
   • Use of results for improving student learning
Review of Assessment Process

For continuous improvement, the review of the assessment process will describe:

1) the strengths and weaknesses of the assessment process; and
2) possible changes that the institution may apply to the assessment process.

• Required
  ➢ Submit the Assessment Report of the Core Objectives to THECB every 10 years.
  ➢ Coordinating Board staff will review the report to confirm assessment of the six Core Objectives.

• Optional
  ➢ Institutions are encouraged to voluntarily participate in a peer review of the assessment of the six Core Objectives.
  ➢ Institutions are encouraged to select peer reviewers.
  ➢ Peer reviewers provide feedback to the institution.
Implementation of the Core Curriculum
What will the THECB want by November 2013?

I. Course selection process
   ➢ Brief summary of process and procedures for course approval, including faculty and committee involvement

II. Core Objective Assessment
   ➢ Process for determining attainment level of each Core Objective
   ➢ Plan for assessment, including methods, targets/criteria, analysis, and actions and follow-ups

III. Proposed Courses
   ➢ Course information – prefix, number, title, TCCNS equivalent, component area
   ➢ Link to specific evidence of where the students will demonstrate the Core Objectives such as syllabi and other relevant material.
Other Information

- Unique need courses no longer be allowed
- A student must be able to complete the core in 42 SCH
- Universities must lay out plan for transfer students if courses do not align with GOVT 2305/2306
- One change per year per institution
  - Schedule that suits the institution
  - Request received before March 1 will be approved for following Fall semester
- Submissions sent through online portal
Implementation

- November 2011 - November 2013: Faculty develop and select courses
- August 2013 - November 2013: Institution's core curriculum due to Coordinating Board staff for review
- February 2014: All reviews complete by THECB staff
- Fall 2014: Statewide implementation of core curriculum for incoming Freshmen
Questions?

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For more information on the Core Curriculum, please visit:
http://www.thecb.state.tx.us/corecurriculum2014