

11.06.99.R0.01 **Core Curriculum Program**

Revised July 16, 2025

Next Scheduled Review: July 16, 2030



Procedure Summary

The Core Curriculum Program at East Texas A&M University (the University) is the common core of all undergraduate programs of study. The Program is administered through the Office of the Vice President for Academic Affairs in cooperation with the Core Curriculum Committee.

This procedure supplements and amplifies the requirements of the Texas Core Curriculum.

Procedures and Responsibilities

1 PHILOSOPHY

- 1.1 General education (core curriculum) is an essential element in the educational process; it results in personal growth, professional success, and responsible citizenship. Through both formal and informal learning experiences, students have the opportunity to acquire knowledge; learn reasoning and communication skills; develop an enduring commitment to learning and examine their goals, values and potential. The general education program (core curriculum) reflects directly the characteristics and purpose of the University and complies with state requirements.
- 1.2 The university's core curriculum strives to provide effective, transformative, and distinctive educational experiences for undergraduates. The courses in the core curriculum "belong" to their departments to the extent that they reflect current disciplinary standards, but they belong to the University as a whole to the extent that they are intended to instill in students critical skills necessary to ensure student success.

2 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.

3 CORE OBJECTIVES

Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

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

4 FOUNDATIONAL COMPONENT AREAS WITH CONTENT DESCRIPTIONS, CORE OBJECTIVES AND SEMESTER CREDIT HOUR (SCH) REQUIREMENTS

Refer to the Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter B, Rule 4.28 *Core Curriculum*

5 CORE CURRICULUM COMMITTEE COMPOSITION

The Core Curriculum Committee shall consist of: two members from the College of Business, the College of Education and Human Services, the College of Science, Engineering, the College of the Humanities, Social Sciences and Arts. One member from the College of Agricultural Sciences and Natural Resources and the College of Innovation and Design. A chair shall be selected from a discipline with courses in the core curriculum. At least one of each college's representatives must come from a discipline with courses in the University Studies curriculum. All members of the Core Curriculum Committee must be full-time faculty members. The Senior Vice Provost, college deans, a Faculty Senate representative, and the core curriculum chair shall be *ex officio* members of the council. Ex officio members are non-voting. Council members serve rotating terms of three years and are nominated through the established selection process of university councils and committees.

6 COURSE CONSIDERATION PROCESS

- 6.1 Departments submit a proposal describing the course, its intend purpose, the Foundational Component Area into which it would be placed. Proposals must include a draft syllabus showing both learning outcomes for the course and demonstrating how the Core Objective for the Foundational Component Area will be met.
- 6.2 After consideration, on a majority vote, the Core Curriculum Committee may approve the proposal, refuse the proposal, or send back to the department for revision.
- 6.3 Courses approved by the committee must in turn be approved by the Senior Vice Provost for inclusion in the University Studies curriculum. In accordance with System Policy 11.06, ultimate authority for curriculum rests with the Board of Regents. If approved, the course will be open to students in the fall semester immediately following approval.

7 LIMITATIONS

Courses may be added to or retained within the core curriculum subject to the following limitations.

- 7.1 State legislation and regulation governing the core curriculum.
- 7.2 Courses must be taught for core curriculum credit at least once within a three-year period. Courses that have not been taught for core curriculum credit at least once within the three years before adoption of this policy are no longer part of core curriculum, but may be reconsidered subject to the course consideration process.
- 7.3 Departments may have no more than three courses from any one disciplinary prefix within any of the following Foundational Component Areas: Life and Physical Sciences, Language, Philosophy, and Culture, Social and Behavioral Sciences. Courses existing at the time of adoption of this policy may remain, but departments may not add courses or alter existing ones without a reduction to no more than three per disciplinary prefix.
- 7.4 No upper-division course shall be approved to fulfill a Foundational Component Area requirement 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.

8 SUNSET PROVISION

To keep the core relevant and current, all non-legislated courses (i.e., US and Texas government and US and Texas History) must be submitted for review every five years.

- 8.1 Departments wishing their course to be continued as part of the core curriculum should provide the following to the Core Curriculum Committee:

8.1.1 Syllabi, learning outcomes, and evidence of assessment compliance.

8.1.2 Document examples of revision, experimentation, and internal departmental cooperation in the teaching and assessment of the course.

8.2 By a majority vote, the Core Curriculum Committee may vote to either retain the course in the core or drop it from the core. Alternatively, the council may defer action and make recommendations for revision to the course; departments may decide to incorporate these before submitting their course to an up or down vote by the council.

9 ASSESSMENT PLAN

Departments must assess at least one departmentally determined student learning outcome per course across all long-semester offering that course each year. Results are to be provided to the Chair, Core Curriculum Committee. The committee will consider these findings, recommend action to departments, and then report to the Senior Vice Provost:

9.1 Assessment guidelines may be adjusted by the Senior Vice Provost in response to changing expectations from accrediting and/or state regulatory agencies.

9.2 Non-compliance with assessment can result in a non-legislated course being dropped from the core curriculum.

9.3 The council will require no assessment activities beyond those already done by departments as part of compliance with institutional effectiveness expectations.

10 TRANSFER ISSUES

The applicability of transfer courses to the University Studies curriculum is governed by state law and regulation, particularly in reference to Texas state-supported two and four-year institutions. Advising staff, either professional or faculty, are obliged to know and follow those guidelines. Private, proprietary, and out-of-state public institutions fall outside that legislative and regulatory sphere. Interpretive authority for applying transfer work, regardless of origin, lies with the Senior Vice Provost, in cooperation with academic departments. Students may appeal the Senior Vice Provost's decisions to the Provost.

Related Statutes, Policies, or Requirements

Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter B [*Transfer of Credit, Core Curriculum and Field of Study Curricula*](#)

System Policy [*11.06 Core Curriculum*](#)

Revision History

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