Emendation and Course Information Policy for the TCU Core Curriculum

Curricular decisions at TCU are the province of the faculty. The following policies and procedures are applicable to the TCU Core Curriculum as approved by the faculty and endorsed by Provost, Chancellor, and Board of Trustees in 2004. These should not be taken as applicable to any future general education curriculum that might be sanctioned by the faculty.

The Emendation and Course information Policy for the TCU Core Curriculum is divided into three parts. **Sections I - III** address the changing of the policies and procedures associated with the TCU Core Curriculum itself. **Section IV** addresses course information and record keeping for courses approved for the TCU Core Curriculum.

All changes must be reported to the Provost/Vice Chancellor for Academic Affairs, University Council, and Director of Institutional Effectiveness.

I. The following changes must be approved by TCU Core Curriculum Council, the Director of the Core Curriculum, the Faculty Senate Academic Excellence Committee, the Faculty Senate (by vote), and the Faculty Assembly. Such changes will be forwarded by the Director of the TCU Core Curriculum to the Provost/Vice Chancellor of Academic Affairs for consultation and implementation.

> A. Creating a new general education curriculum
> B. Adding new or deleting existing major categories of requirements

II. The following changes must be approved by TCU Core Curriculum Council, the Director of the Core Curriculum, the Faculty Senate Academic Excellence Committee, and the Faculty Senate (by vote). Such changes will be forwarded by the Director of the TCU Core Curriculum to the Provost/Vice Chancellor of Academic Affairs for consultation and implementation.

> A. Adjustments in credit hour requirements in any portion of the TCU Core Curriculum.
> B. Changes to the three major categories in the Core Curriculum
> C. Major changes to the Core Curriculum competencies or student learning outcomes
> D. Policies governing the number of areas for which any single course may be vetted or applied to the TCU Core Curriculum portion of a degree plan.
> E. Policies governing the number of courses carrying the same prefix (MUSI, ECON, etc…) that may be applied to any of the three main sections of the TCU Core Curriculum (HMVV, HEE, EC)
> F. Changes to Core Curriculum committee charters
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> If new resources or the reallocation of existing resources are necessary to implement any proposed change, the proposed change must be reported to the Provost/Vice Chancellor of Academic Affairs for advice/consultation. The Provost/Vice Chancellor of Academic Affairs' response to the proposal must be included as an appendix to the proposal as it is forwarded through the Faculty Senate process.

When a proposed change will have an impact on existing programs or curricula, associate deans and/or department chairs/program directors in the affected units must be consulted and given the opportunity to provide written responses. Any responses provided must be included as an appendix to the proposal as it is forwarded through the Faculty Senate process.

III. The following changes must be approved by the TCU Core Curriculum Council and the Director of the Core Curriculum and reported to the Faculty Senate Academic Excellence Committee.
　　A. Minor changes to the Core Curriculum competencies or student learning outcomes
　　B. Changes in assessment process, procedures, or schedule

IV. Changes requiring only that the Director of the TCU Core Curriculum be notified, or given access to information, by the appropriate administrator or course instructor.
　　A. Changes in policies affecting vetting procedures within college or department units.
　　B. Changes in courses approved for the Core Curriculum, including course title or number, or the decision to remove a course from the Core Curriculum.

Determination of whether proposed changes to the TCU Core Curriculum are major or minor rests with the Core Curriculum Council.

Proposals for changes must be in writing and include clear indication of the current and proposed policies. Proposals must be submitted to the Director of the TCU Core Curriculum and the Core Curriculum Council for consideration and potential implementation. Proposed changes, if approved by all the aforementioned bodies, will typically be made effective the following academic year.

Approved by Faculty Senate 1/27/2005; University Council 10/31/2006; and TCU Board of Trustees 11/10/2006

Revisions approved by Faculty Senate 12/1/22; Faculty Assembly 1/26/23

Proposed Changes to Core Curriculum, with updates

AEC meeting, 2-7-24, submitted by the Core Curriculum Council

Updates submitted 2-28-24

After receiving feedback from all colleges, associate deans, college diversity advocates, and the Student Government Association since the November AEC meeting, the Core Curriculum Council presents a revised package of recommended changes to the Academic Excellence Committee.

The Core Curriculum Council Response: Recommendations (Spring 2024)

You can find the current grid diagram of the Core and learning outcomes on the [Core Curriculum website](#). For additional details about these recommendations, consult Appendix: "Proposed New Outcomes rev. 2-24 presented to AEC."

1. **Reorganize the curricular requirements of the Core Curriculum to align under the [four institution-level competencies](#) in general education approved by the Faculty Senate in 2022**.

2. **Change vetting process and ways courses count for students in the following ways:**
   a. Any course (excluding OCO and WCO courses) may vet for up to two categories plus WEM
   b. Courses count for students in the same areas in which they are vetted
   c. Excluding OCO and WCO courses, no more than four courses may be taken by a student in any prefix
   d. Vetting of Responsible Citizenship will be conducted by subcommittees of the Core Curriculum Council and vetting of Literary Traditions, Historical Traditions, and Religious Traditions will be conducted by the departments of English, History, and Religion

3. **Center diversity, equity, and inclusion in the outcomes of Cultural Awareness (CA), Global Awareness (GA), Citizenship and Social Values (CSV)**

4. **Create a process to allow Finding Ourselves in Community (FSC) courses to simultaneously be approved for CA, if the faculty member wishes and adhering to current rules regarding the vetting of Core courses**

5. **Eliminate the two-prefix rule in Natural Sciences (NSC)**

6. **Allow transfer and exam credit equivalencies for CA, GA, and CSV**

7. **Change the wording of student learning outcomes for each of 14 areas of Core requirements (see additional document)**

	Competencies: what TCU students will know or be able to do upon completing Core	Requirements in Core Curriculum	Student Learning Outcomes: what students will know or do in courses falling under particular requirements
Critical and Creative Thinking	Analyze human experiences, cultural expressions, or creativity	Fine Arts	Explore the creative and expressive processes of the human experience in the arts
		Humanities	Use humanistic modes of inquiry to analyze human experiences and expressions across space and time
		Social Sciences	Apply social science methodologies to analyze fundamental social processes that characterize human experiences
		Historical Traditions	Examine the processes that create change over time in the human experience
		Literary Traditions	Examine literature's connections to society and culture.
		Religious Traditions	Examine the role of religion in society, culture and individual life
Quantitative and Scientific Reasoning	Interpret and apply mathematical and scientific concepts and skills	Mathematics	Apply mathematical reasoning to solve problems
		Natural Sciences	Use scientific reasoning to evaluate ideas in the natural world
Communication	Communicate effectively	Oral Comm	Express messages in various situations using appropriate verbal and nonverbal communication skills
		Written Comm 1	Express ideas in various situations using writing processes and strategies
		Written Comm 2	Analyze and compose evidence-based arguments in various forms
		Writing Emphasis	Write for a specific discipline, profession, or field using a writing process that emphasizes revision
Responsible Citizenship	Describe concepts or theories of social responsibility in diverse or global communities	Cultural Awareness	Explore culture and cultural phenomena as sites of identity, difference, understanding, or collaboration
		Global Awareness	Analyze the dynamics, processes, or legacies of global systems
		Citizenship and Social Values	Examine the knowledge, skills, values, or motivation needed to participate or lead within diverse communities