

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

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4.21 – 4.22 No change

4.23 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

- (1) Board -- The Texas Higher Education Coordinating Board.
- (2) Commissioner -- The Commissioner of Higher Education.
- (3) Core Curriculum or Texas Core Curriculum -- the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to institutions of higher education that offer [~~public colleges and universities, and to~~] academic undergraduate degree programs [~~offered at health-related institutions~~].
- (4) Field of Study Curriculum (FOSC) -- a set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution. A field of study curriculum affects academic degree programs at public junior colleges, public technical institutes, or universities as designated within the particular field of study curriculum.
- (5) Texas Common Course Numbering System (TCCNS) -- a Board-approved course numbering system for lower-division academic courses that assigns common course numbers [~~to lower-division academic courses~~] in order to facilitate the transfer of lower-division academic courses among institutions of higher education by promoting consistency in course designation and identification.

~~[(6) Course consistent with the Texas Common Course Numbering System (TCCNS) a lower-division course that meets one of three conditions:~~

~~—(A) it has an assigned a TCCNS number and is listed in the lower-division Academic Course Guide Manual;~~

~~—(B) a TCCNS number and inclusion in the lower-division Academic Course Guide Manual have been requested for the course; or~~

~~—(C) the institution which offers the course has specified at least one TCCNS course listed in the lower-division Academic Course Guide Manual that will be accepted in transfer in lieu of the course.]~~

(6) [(7)] Institution of Higher Education or Institution [institution]--any public technical institute, public junior college, public senior college or university, medical or dental unit, other agency of higher education as defined in Texas Education Code, §61.003.

(7) [(8)] [The] Lower-Division Academic Course Guide Manual (ACGM)-- a Coordinating Board-approved publication listing academic courses that public two-year colleges can teach and report for contact hour reimbursement from state appropriations without special approval from the Board. [an official Board publication that lists a basic core of general academic courses which] Courses (except for developmental courses) listed in the ACGM are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.051(g). ~~[TCCNS numbers are assigned to most courses in the manual.]~~

(8) [(9)] Faculty Member [member]--a person who is employed full-time by an institution of higher education as a member of the faculty whose primary duties include teaching, research, academic service, or administration. However, the term does not include a person holding faculty rank who spends a majority of the person's time for the institution engaged in managerial or supervisory activities, including a chancellor, vice chancellor, president, vice president, provost, associate of assistant provost, or dean.

4.24 No change.

#### 4.25 Requirements and Limitations

(a) Each institution of higher education shall identify in its undergraduate catalog each lower-division course that is substantially equivalent to an academic course listed in the current edition of the lower-division Academic Course Guide Manual.

(b) Each institution of higher education that offers lower-division courses must offer at least 45 semester credit hours of academic courses that are substantially equivalent to courses listed in the Lower [lower]-Division [division] Academic Course Guide Manual including those that fulfill the lower-division portion of the institution's core [Core] curriculum [Curriculum].

(c) All institutions of higher education must accept transfer of credit for successfully completed courses identified in subsections (a) and (b) of this section as applicable to an associate or baccalaureate degree in the same manner as credit awarded to non-transfer students in that degree program.

(d) Each institution shall be required to accept in transfer into a baccalaureate degree program the number of lower-division semester credit hours (SCH) in the program which are required [allowed] for their non-transfer students in that program; however,

(1) No institution shall be required to accept in transfer more semester credit hours in the major area of a degree program than the number set out in any applicable Board-approved field [Field] of study [Study] curriculum [Curriculum] for that program.

(2) In any degree program for which there is no Board-approved field [Field] of study [Study] curriculum [Curriculum], no institution shall be required to accept in transfer more lower-division course credit in the major applicable to a baccalaureate degree than the institution allows their non-transfer students in that major.

(3) An institution of higher education may deny the transfer of credit in courses with a grade of "D" as applicable to the student's field of study curriculum courses, core curriculum courses, or major.

(e) Each [All] institution[s] of higher education that admits undergraduate transfer students [in Texas] shall provide support services appropriate to meet the needs of transfer students. These support services should be comparable to those provided to non-transfer students regularly enrolled at the institution[s], including an orientation program similar to that provided for entering freshman enrollees.

(f) No institution of higher education shall be required to accept in transfer, or apply toward a degree program, more than sixty-six (66) semester credit hours of lower-division academic credit. Institutions of higher education, however, may choose to accept additional semester credit hours.

(g) Each institution of higher education shall permit a student who transfers from another Texas public institution of higher education to choose a catalog for the purpose of specifying graduation requirements, based upon the dates of attendance at the receiving institution and at the transferring institution, in the same manner that a non-transfer student may choose a catalog. Each Texas public institution of higher education shall include information about graduation requirements under a particular catalog in its official publications, including print and electronic catalogs.

4.26 - 4.27 No change

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. ~~[Health-related institutions should encourage their students to complete their core curriculum requirement at a general-academic institution or community college.]~~

(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.

(3) Medical or dental units that admit undergraduate transfer students should encourage those students to complete their core curriculum requirement at a general academic teaching institution or public junior college.

(b) Texas Core Curriculum. Each institution of higher education that offers an undergraduate academic degree program shall develop its core curriculum by using the Board-approved purpose, core objectives, and foundational component areas of the Texas Core Curriculum.

(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 maximize the potential for effecting change through communication.

(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, Personal Responsibility, and Social 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 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 reflect 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, Teamwork OR Personal Responsibility, and Social Responsibility.

(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 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 five Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Teamwork, Personal Responsibility, and Social Responsibility.

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

(i) Courses in this category focus on the application of scientific methods in 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 five Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility.

(I) Component Area Option (6 SCH).

(i) Courses in this category focus on the development and application of knowledge and skills introduced in the previous eight component areas.

(ii) Courses must meet the definition and criteria specified in one of the Component Areas outlined in §4.28 (b) (3) (A) through (H).

(iii) The Core Objectives required in the corresponding Component Area apply to each course used to fulfill the Component Area Option.

(4) Applicability of Texas Core Curriculum.

(A) Any student who first enrolls in an institution of higher education in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

(B) Any student who is admitted under the terms of the Academic Fresh Start program and who first enrolls under that admission in fall 2014 or later shall be subject to the current Texas Core Curriculum requirements.

(C) Any student who first enrolled in an institution of higher education prior to fall 2014 shall, after consultation with an academic advisor, has the choice to:

(i) complete the core curriculum requirements in effect in summer 2014;  
or

(ii) transition to the current core curriculum requirements, in which case, previously completed core curriculum courses shall be applied to the current core curriculum requirements under the same terms as those that apply to a student who transfers from one institution to another. The student shall then complete the remaining requirements under the current core curriculum.

~~[(b) Component areas. Each institution's core curriculum must be designed to satisfy the exemplary educational objectives specified for the component areas of the "Core Curriculum: Assumptions and Defining Characteristics" adopted by the Board; all lower division courses included in the core curriculum must be consistent with the "Texas Common Course Numbering System," and must be consistent with the framework identified in Charts I and II of this subsection. Chart I specifies the minimum number of semester credit hours required in each of five major component areas that a core curriculum must include (with sub-areas noted in~~

parentheses). Chart II specifies options available to institutions for the remaining 6–12 semester credit hours.]

[Attached Graphic]

**[Chart I]**—Institutions must select 36 semester credit hours of the core curriculum according to the parameters described below:

Component Area	Required Semester Credit Hours
010** Communication (English rhetoric/composition)	6
020** Mathematics (the first college-level math course a student completes, including but not limited to introductory statistics, logic, college algebra, or any more advanced math course for which the student is qualified to take upon enrollment)	3
030** Natural Sciences	6
Humanities & Visual and Performing Arts Must include: 050** Visual/Performing Arts 040** Other (literature, philosophy, modern or classical language/literature and cultural studies*)	6 - - (3) (3)
Social/Behavioral Sciences Must include: 060** U.S. History (legislatively mandated) 070** Political Science (legislatively mandated) 080** Social/Behavioral Science	15 (6) (6) (3)
Total Minimum Requirements	36

\* **Humanities** application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

\*\* Identifying numbers recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) for use on students transcripts, in order to indicate courses utilized to satisfy core curriculum component area requirements. Student transcripts should also indicate whether a student has completed the core curriculum satisfactorily.

**Chart II**—To complete the required 42-semester-credit-hour core curriculum, institutions shall select an additional 6-semester-credit hours from one or more of the following:

Component Area	Possible Additional Semester Credit Hours (6-Minimum)
<del>011*** Communication (composition, speech, modern language communication skills*)</del>	Up to 6
<del>021*** Mathematics (the second college-level math course a student completes, including but not limited to finite math, statistics, calculus, or above)</del>	Up to 3
<del>031*** Natural Sciences</del>	Up to 3
<del>041*** Humanities (literature, philosophy, modern or classical language/literature and cultural studies**) &amp; 051*** Visual and Performing Arts</del>	Up to 3
<del>081*** Social and Behavioral Sciences</del>	Up to 3
<del>090*** Institutionally Designated Option (may include additional semester credit hours in the categories listed above, computer literacy, health/wellness, kinesiology, capstone or interdisciplinary courses, etc.</del>	Up to 6
Total Additional Hours	6

\* **Communication** application of a modern language means the basic proficiency skills acquired during introductory courses and including a working competency in grammar, writing, speaking, and listening/comprehension in a foreign language.

\*\* **Humanities** application of language skills includes a study of literature in the original language, and/or the cultural studies related to a modern or classical language.

\*\*\*Identifying numbers recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) for use on students transcripts, in order to indicate courses utilized to satisfy core curriculum component area requirements. Student transcripts should also indicate whether a student has completed the core curriculum satisfactorily.]

(c) Transfer of Credit -- Completed Core Curriculum. If a student successfully completes the 42 semester credit hour core curriculum at a Texas public institution of higher education, that block of courses may be transferred to any other Texas public institution of higher education and must be substituted for the receiving institution's core curriculum. A student shall receive academic credit for each of the courses transferred and may not be required to take



additional core curriculum courses at the receiving institution [~~unless the Board has approved a larger core curriculum at that institution~~].

(d) Concurrent Enrollment.

(1) A student concurrently enrolled at more than one institution of higher education shall follow the core curriculum requirements in effect for the institution at which the student is classified as a degree-seeking student.

(2) A student who is concurrently enrolled at more than one institution of higher education may be classified as a degree-seeking student at only one institution.

(3) If a student maintains continuous enrollment from a spring semester to the subsequent fall semester at an institution at which the student has declared to be seeking a degree, the student remains a degree-seeking student at that institution regardless of the student's enrollment during the intervening summer session(s) at another institution.

(e) Transfer of Credit--Core Curriculum Not Completed. Except as specified in subsection (f) of this section, a student who transfers from one institution of higher education to another without completing the core curriculum of the sending institution shall receive academic credit within the core curriculum of the receiving institution for each of the courses that the student has successfully completed in the core curriculum of the sending institution. Following receipt of credit for these courses, the student may be required to satisfy the remaining course requirements in the core curriculum of the receiving institution.

(f) Satisfaction of ~~Foundational~~ Component Areas. Each student must meet the [~~minimum~~] number of semester credit hours in each ~~foundational component area~~ [~~component area~~]; however, an institution receiving a student in transfer is not required to apply to the fulfillment of a foundational component area requirement [~~accept component core course~~] semester credit hours beyond the number of semester credit hours [~~maximum~~] specified in a foundational component area [~~core component area~~].

(g) A course approved to fulfill a core curriculum foundational component area requirement may only apply to a single foundational component area with the exception that an approved course may be designated to apply to the Component Area Option as well.

(1) If the SCH for a required course in a foundational component area are in excess of the number of SCH designated in that foundational component area, the additional SCH must be applied to the Component Area Option.

(2) Each SCH completed by a student may only be applied to a single foundational component area. [Exemplary Educational Objectives From More Than One Component Area. An institution may include within its core curriculum a course or courses that combine exemplary educational objectives from two or more component areas of the exemplary educational objectives defined in this section.]

(h) Transcripts. All undergraduate student transcripts should indicate whether a student has completed the core curriculum satisfactorily, and which courses satisfied a requirement of the institution's core curriculum. Identifying numbers recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) must identify each completed core curriculum course on students' transcripts, in order to indicate courses utilized to satisfy core curriculum foundational component area requirements as follows:

(1) Communication = 010;

(2) Mathematics = 020;

(3) Life and Physical Sciences = 030;

- (4) Language, Philosophy and Culture = 040;
- (5) Creative Arts = 050;
- (6) American History = 060;
- (7) Government/Political science = 070;
- (8) Social and Behavioral Sciences = 080; and
- (9) Component Area Option = 090.

~~[Each institution must note core courses on student transcripts as recommended by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO).]~~

(i) Notice. Each institution must publish and make readily available to students its core curriculum requirements stated in terms consistent with the ["] Texas Common Course Numbering System.["]

(j) Substitutions and Waivers. No institution or institutional representative may approve course substitutions or waivers of the institution's core curriculum requirements for any currently enrolled student, except as provided in subsection (k) of this section. For students who transfer to a public institution from a college or university that is not a Texas public institution of higher education, courses the student completed prior to admission should be evaluated to determine whether they apply to one of the institution's core curriculum component areas. Only those courses the institution has accepted for transfer that can demonstrate fulfillment of the foundational component area content descriptions, core objectives, and semester credit hours required ~~[exemplary educational objectives]~~ for the appropriate foundational component area or areas should be applied to the institution's core curriculum.

(k) Accommodations.

(1) An institution of higher education may, on a case-by-case basis, approve an accommodation of a specific core curriculum foundational component area requirement as described in paragraph (3) of this subsection for a student with a medically-documented learning disability, including but not limited to dyslexia, dysgraphia, or Asperger's Syndrome.

(2) Accommodation shall not include a waiver or exemption of any core curriculum requirement.

(3) An institution may approve for core curriculum applicability a course the institution offers but that is not approved as a part of the institution's core curriculum, if the institution demonstrates that the course has been approved to fulfill the same specific foundational ~~[core curriculum]~~ component area requirement at five or more other Texas public colleges or universities. The Texas Common Course Numbering System course number may be used as evidence of the suitability of the course under this subsection.

#### 4.29. Core Curricula Larger Than 42 Semester Credit Hours

~~[(a) An institution may adopt a core curriculum under this subchapter in excess of 42 semester credit hours, but no more than 48 semester credit hours, if the courses in excess of 42 semester credit hours are selected from the first five component areas of Chart II of §4.28(b) of this title (relating to Core Curriculum) (excluding additional credit in the Institutionally Designated Option) and are approved by the institution's governing board.]~~

~~[(b)] No institution may adopt a core curriculum of more than 42 semester credit hours, [without approval by the Board [if the courses in excess of 42 semester credit hours are selected from component areas other than the first five component areas of Chart II of §4.28(b) of this title (relating to Transfer of Credit, Core Curriculum and Field of Study Curricula). The Board may approve a core curriculum under this section if:~~

- ~~(1) it has been previously approved by the institution's governing board;~~
- ~~(2) the institution has provided to the Board a narrative justification of the need and appropriateness of a larger core curriculum that is consistent with its role and mission; and~~
- ~~(3) no proposed upper division core course is substantially comparable in content or depth of study to a lower division course listed in the "Texas Common Course Numbering System."~~

#### 4.30 Institutional Assessment and Reporting ~~[Criteria for Evaluation of Core Curricula]~~

~~[(a)] Each public institution of higher education shall [review and] evaluate its core curriculum through the assessment of the core objectives on an ongoing basis, reporting the results of the assessment to the Board every ten years on the schedule that accords with the institution's accreditation reaffirmation self-study report to the Southern Association of Colleges and Schools or its successor[, and report the results of that evaluation to the Board]. The evaluation and report must [should] include:~~

- (1) a description of the assessment process for each of the six core objectives;
- (2) an explanation of measures, methodology, frequency and the timeline of assessment activities;
- (3) the criteria and/or targets used to benchmark the attainment of the six core objectives;
- (4) the results of the assessment, including evidence of the level of attainment targeted and achieved for each of the six core objectives;
- (5) an analysis of the results, including an interpretation of assessment information; and
- (6) any actions planned, including how the results and analysis of the assessment process will be used to improve student learning and achievement.

~~[the extent to which the core curriculum is consistent with the elements of the core curriculum recommended by the Board;~~

~~(2) the extent to which the core curriculum is consistent with the Texas Common Course Numbering System (TCCNS);~~

~~(3) the extent to which the core curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in Core Curriculum: Assumptions and Defining Characteristics adopted by the Board; and~~

~~(4) the extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved;~~

~~(b) Each institution's evaluation report must contain at least the following:~~

~~—(1) a table that compares the institution's core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;~~

~~—(2) a brief description of the purpose and substance of the institution's core curriculum;~~

~~—(3) a description of the processes and procedures used to evaluate the institution's core curriculum; and~~

~~–(4) a description of the ways in which the evaluation results are being or will be utilized to improve the core curriculum at the institution.]~~

#### 4.31 Implementation and Revision of ~~[Existing Approved]~~ Core Curricula

In offering its Board-approved core curriculum, an institution of higher education must list only those courses that have been approved by the Board as compliant with the Texas Core Curriculum.

##### (1) Implementation and initial approval of core curricula.

~~(A) Each public institution of higher education [that does not already have a Board-approved core curriculum on file] must submit its proposed core curriculum to the Board for staff review and approval by November 30, 2013. [The request for approval should include a description of the goals of the core curriculum, a table showing the institution's core curriculum by component area (based on the model found in Charts I and II in §4.28(b) of this title, relating to Core Curriculum), and a complete listing of courses approved by the institution to fulfill core component requirements, organized to reflect each required and supplemental component area of the core curriculum as detailed in the document Core Curriculum: Assumptions and Defining Characteristics, adopted by the Board. Courses should be selected to fulfill component requirements in a core curriculum based at least in part on their ability to meet most of the exemplary educational outcome statements for the component area as described in the document Core Curriculum: Assumptions and Defining Characteristics, adopted by the Board.]~~

(B) An institution shall follow the procedures posted on the Board's website regarding the implementation and approval of the initial core curricula.

(C) The institution will receive a letter from Board staff giving notice of approval of the initial core curriculum and/or indicating any courses that do not meet provisions of the core curriculum.

(D) Upon receiving an approval letter from Board staff, the institution will document the approved core curriculum in institutional publications.

##### (2) Revision of Existing Approved Core Curricula.

(A) An institution of higher education may request changes to its core curriculum annually. One comprehensive request may be submitted each academic year, on a schedule that suits the institution's needs, except that requests received later than March 1 of each year will not be approved to be effective for the upcoming academic year.

(B) ~~[(b)]~~ An institution should follow the ~~[these]~~ procedures posted on the Board's website to modify its core curriculum by adding or deleting ~~[to add or delete]~~ courses and must provide information to justify the requested changes. ~~[change the total number of semester credit hours in a non-required component area, or change the total number of semester credit hours required in its core curriculum:]~~

~~(1) submit to the Board a letter documenting each change to be made, the component area(s) affected, and a rationale for the change;~~

~~(2) requests that involve changing the overall number of semester credit hours in the core curriculum or the number in a given component area require documentation of prior approval by the institution's governing board; ]~~

~~(C) [(3)] The[the] institution will [shall] receive a letter from [the]Board staff giving notice of approval [acceptance] of the proposed changes and/or indicating any changes that do not meet provisions of the current core curriculum [Board-approved criteria] , and identifying an effective date for any approved change/s.~~

~~(D) [(e)] Upon receiving an approval letter from Board staff, the institution shall make any required changes to its core curriculum and will document those changes in institutional publications.~~

4.32 – 4.34 No change.

#### 4.35 Texas Common Course Numbering System

(a) Each institution shall include the applicable course numbers from the Texas Common Course Numbering System (TCCNS) in its printed and electronic catalogs, course listings, and any other appropriate informational resources, and in the application of the provisions of this subchapter. Institutions that do not use the TCCNS taxonomy as their sole means of course numbering shall publish the following information in their printed and electronic catalogs, course listings, and any other appropriate informational resources:

(1) The TCCNS prefix and number must be displayed immediately adjacent to the institutional course prefix and number (e.g. ENG 101 (ENGL 1301)) at the beginning of each course description; and

(2) The printed and electronic catalogs shall include a chart, table, or matrix, alphabetized by common course prefix, listing all common courses taught at the institution by both the common and local course number. For printed catalogs, the chart, table, or matrix should be referenced in a table of contents and/or a subject index.

(b) Each institutional catalog shall include an explanation of the TCCNS and the significance of TCCNS courses for transfer purposes.

(c) Each institution shall comply with the requirements of sections (a) and (b) no later than September 1, 2005.

(d) For good cause, the Commissioner may approve an exemption from the requirements of this section.

4.36 No change.