



CORE INSTRUCTOR HANDBOOK

2025-2026

Sixth Edition

Table of Contents

Core Curriculum Background.....	2
Core Curriculum Assessment Schedule.....	3-4
Core Curriculum Process and Due Dates.....	5
Core Curriculum Learning Outcomes.....	6
Core Curriculum Assignment Examples.....	7
Core Curriculum Rubrics.....	8-9
Core Curriculum Reporting Tool.....	10-14



Core Curriculum Background

The purpose of the Core curriculum is to ensure that Texas undergraduate students enrolled in public institutions of higher education will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. The Core curriculum facilitates the transfer of lower-division course credit among public colleges, universities, and health-related institutions throughout the state.

Core courses provide students with a rich foundation in the areas of communication; language, philosophy, and culture; American history; mathematics; life & physical science; social & behavioral science; creative arts; and political science. With the general education lenses that reflect broad ranges of perspectives, students are better able to contribute to our rapidly changing global world.

In 2011, the Texas Higher Education Coordinating Board (THECB) adopted the Core course statewide initiative, which states that **each fall and spring Core course must integrate and assess one to two assigned Core objectives into their courses each year**. The THECB created a list of six specific skills to be applied to Core subject categories on an assigned rotation to equip students with the knowledge and skills to adapt to multiple situations and careers throughout their lives:

THECB Subject Category	Empirical & Quantitative Reasoning	Teamwork	Social Responsibility	Personal Responsibility	Critical Thinking	Communication
Communication		X		X	X	X
Mathematics	X				X	X
Life & Physical Sciences	X	X			X	X
Language, Philosophy, Culture			X	X	X	X
Creative Arts		X	X		X	X
American History			X	X	X	X
Government, Political Science			X	X	X	X
Behavioral & Social Sciences	X		X		X	X
Education	X		X		X	X
Business	X		X		X	X

You can find more information about the Texas Core Curriculum requirements on the [THECB's Core website](#).

And you can always reach out to the Institutional Effectiveness Office for assistance:

April Aultman Becker
 Assistant Vice President for Institutional Effectiveness
April.becker@sulross.edu

Isabella Lujan
 Coordinator for Institutional Effectiveness
ljh15xr@sulross.edu

Core Curriculum Assessment

SRSU assesses only two of the THECB-required skills each academic year. The skills to be assessed for Core courses in Fall 2025 and Spring 2026 are **Personal Responsibility and Social Responsibility**. See the charts below to know which skills to apply to which Core course.

SRSU courses to assess **Social Responsibility**:

ART	1301	ARTS	1301	ART APPRECIATION
FA	1302	MUSI	1306	MUSIC APPRECIATION
IT	2304	ARTS	2356	PHOTOGRAPHY APPRECIATION
IT	2308			INTRO TO THE BUILT ENVIRONMENT
MUS	1308	MUSI	1308	MUSIC LITERATURE I
MUS	1312	MUSI	1308	MUSIC THEORY II
THEA	1310	DRAM	1310	INTRODUCTION TO THE THEATRE
ANSC	2312			CURRENT ISSUES IN AG
ANTH	1301	ANTH	2351	INTRODUCTION TO ANTHROPOLOGY
ANTH	1302	ANTH	2302	INTRODUCTION TO ARCHEOLOGY
CJ	1301	CRIJ	1301	INTRO TO CRIMINAL JUSTICE
EOCA	2301	ECON	2301	PRIN. OF MACROECONOMICS
EOCA	2302	ECON	2302	PRIN. OF MICROECONOMICS
EDUA	2303			TRENDS IN EDUCATION
GEOG	1302	GEOG	1303	WORLD REGIONAL GEOGRAPHY
GEOG	2302			GEOGRAPHY OF NORTH AMERICA
PSY	1302	PSYC	2301	INTROD TO PSYCHOLOGY
SOC	2303	SOCI	1301	INTRODUCTION TO SOCIOLOGY

SRSU courses to assess **Personal Responsibility**:

ENG	1301	ENGL	1301	COMPOSITION I
ENG	1302	ENGL	1302	COMPOSITION II
ENG	2311	ENGL	2311	TECHNICAL AND BUSINESS WRITING
COMM	1310			FUNDAMENTALS OF COMMUNICATION
COMM	1315	SPCH	1315	PUBLIC SPEAKING
COMM	1320	SPCH	1321	BUSINESS AND PROF COMM

SRSU courses to assess **BOTH Social Responsibility AND Personal Responsibility**:

ENG	2315			ENVIRONMENTAL LITERATURE
ENG	2322	ENGL	2322	BRITISH LITERATURE I
ENG	2323	ENGL	2323	BRITISH LITERATURE II
ENG	2327	ENGL	2327	AMERICAN LITERATURE I
ENG	2328	ENGL	2328	AMERICAN LITERATURE II
ENG	2331	ENGL	2331	WORLD LITERATURE
ENG	2341	ENGL	2341	FORMS OF LITERATURE

HIST	2301	HIST	2311	WORLD HISTORY TO 1500
HIST	2302	HIST	2312	WORLD HISTORY SINCE 1500
JOUR	2311	COMM	2311	JOUR. NEWS WRITNG & SOC MEDIA
MAS	2301	HUMA	1305	INTRO TO MEX-AMER STU
MUS	1309	MUSI	1310	AMERICAN MUSIC
PHIL	1301	PHIL	1301	INTRODUCTION TO PHILOSOPHY
PHIL	2303	PHIL	2303	INTRODUCTION TO FORMAL LOGIC
PHIL	2306	PHIL	2306	INTRODUCTION TO ETHICS
PHIL	2307	PHIL	2307	INT SOCIAL & POLITICAL PHILOSPH
PHIL	2316	PHIL	2316	CLASSICAL PHILOSOPHY
PHIL	2321	PHIL	2321	PHILOSOPHY OF RELIGION
SPAN	1411	SPAN	1411	BEGINNING SPANISH I
SPAN	1412	SPAN	1412	BEGINNING SPANISH II
SPAN	2311	SPAN	2311	INTERMEDIATE SPANISH I
SPAN	2312	SPAN	2312	INTERMEDIATE SPANISH II
WS	2301			WOMEN'S & GENDER STUDIES
WS	2302			INTRO MAS/GEND STUDIES
HIST	1301	HIST	1301	HISTORY OF THE US TO 1877
HIST	1302	HIST	1302	HISTORY OF THE US SINCE 1877
PS	2305	GOVT	2305	FEDERAL GOVERNMENT
PS	2306	GOVT	2306	STATE GOVERNMENT

SRSU courses not listed here (Mathematics and Life and Physical Sciences) do not have to assess for the Core this year.

For more information on which courses must assess Core, see the [Texas General Education Core Curriculum Web Center](#).

Core Curriculum Fall and Spring Skill Assessment Process

1. Skills are pre-determined and assigned yearly by THECB. Faculty insert the skill-specific student learning outcome (SLO) into their syllabi; see page 6 for SLOs.
2. Faculty may determine any appropriate method to assess students according to the skill-specific SLOs.
 - a. The assignment must be designed as a pre and post assessment.
 - b. SRSU has a target goal of 60% of students showing improvement between the pre-assessment and post-assessment.
 - c. For examples of assignments to meet SLOs, see page 7.
3. Faculty will use the skill-specific rubrics on page 8 and 9 of this guide to assess the pre and post assignments.
4. Faculty will use the Core Curriculum Instructor's Assessment Collection Tool to describe the assignment and to record student achievement:
<https://srinfo.sulross.edu/ie/core-curriculum/> (example on page 10 of this guide).
5. IE reports university-wide results to THECB.

Core Curriculum Important Dates	
September 5, 2025	Meeting: Fall Core Curriculum Assessment Process
December 16, 2025	Reporting: Faculty submit Fall Assessment Results
January 16, 2026	Reminder: Spring Core Curriculum Assessment Process
May 12, 2026	Reporting: Faculty submit Spring Assessment Results

Skill-Specific Student Learning Outcomes (SLOs) for Core Courses

Core Instructors should include the **SLOs** for **Personal Responsibility** and **Social Responsibility** skills in your syllabi for Fall 2025 and Spring 2026.

Personal Responsibility: *to include the ability to connect choices, actions and consequences to ethical decision-making*

SLO: Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Social Responsibility: *to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities*

SLO: Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

Critical Thinking: *to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information*

SLO: Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

Communication: *to include effective development, interpretation and expression of ideas through written, oral and visual communication*

SLO: Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

Empirical & Quantitative: *to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions*

SLO: Students will develop 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*

SLO: Students will develop teamwork skills to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Examples of Skill-Specific Assignments for Core Courses

Personal Responsibility

Pre-Assessment	Post-Assessment
Assign a research assignment to students about a topic in the course. Score the paper with the Personal Responsibility Rubric.	Provide students a second chance to improve the research assignment. Use the Personal Responsibility Rubric to score students.

Social Responsibility

Pre-Assessment	Post-Assessment
Have a guided group discussion about a cultural topic relevant to the course. Use the Social Responsibility Rubric to score students.	Have a similar discussion later in the semester using the Social Responsibility Rubric to score students.

Empirical & Quantitative Reasoning

Pre-Assessment	Post-Assessment
Provide students with data in tables or graphs. Ask them to quantitatively corroborate these presentations, interpret data, and justify interpretations. Use the Empirical & Quantitative Rubric to score students.	Provide another set of data with the same assignment parameters. Use the Empirical & Quantitative Rubric to score students.

Teamwork

Pre-Assessment	Post-Assessment
Have students brainstorm a topic in the course as a group. Students can rate themselves using the Teamwork Scoring Rubric and record scores.	Give another group brainstorm task and have students rate themselves again on the Teamwork Scoring Rubric and record scores.

Critical Thinking

Pre-Assessment	Post-Assessment
Present an article from a journal related to an issue or idea presented within the course. Ask students to evaluate the strengths and weaknesses of the article and to identify any biases. Have students rate one another using the Critical Thinking Rubric and record scores.	An additional article could be given with the same expectations. Use the Critical Thinking Rubric to assess students and record scores.

Communication

Pre-Assessment	Post-Assessment
Provide students with selected readings from the course content and have them write a summary addressing the five criteria on the Communication Rubric.	Provide a related reading and have students write a summary. Use the Communication Rubric to assess scores.

Core Curriculum Scoring Rubric for Personal Responsibility Skills

Criteria	Not Observed 0	Minimal 1	Improving 2	Proficient 3
Recognize their own core ethical beliefs.		Demonstrates little understanding of their core beliefs.	Expresses their core beliefs and the origins of those beliefs.	Expresses their core beliefs and the origins of those beliefs, recognizes new perspectives about those beliefs, are comfortable with complexities new perspectives have to offer.
Recognize and consider multiple and contradictory (or divergent) disciplinary, intellectual, or theoretical' dilemmas in field of study.		Fails to recognize multiple and contradictory disciplinary dilemmas (that may encompass ethical issues) in field of study.	Recognizes multiple and contradictory dilemmas but grasps incompletely the complexity of context and/or interrelationships among issues in field of study.	Recognizes multiple and contradictory disciplinary dilemmas and grasps the cross-relations among issues (as well as the ethical implications of context in relation to those issues in field of study.
Demonstrate high standards of academic integrity in interpersonal and work-related relationships.		Demonstrates a basic level of academic integrity with some inconsistencies.	Demonstrates a basic level of academic integrity (i.e., commitment to honesty and ethical behavior in an academic setting).	Demonstrates a high level of academic integrity (i.e., commitment and demonstration of honesty and ethical behavior in an academic setting).
Evaluate choices they make in their lives that are related directly to the consequences they experience.		Expresses uncertainty in making their choices independently and cannot identify implications of their actions.	Identifies their participation in making their choices and can begin to reflect or describe how their actions impact themselves and/or their communities.	Demonstrates initiative in making their choices independently (accompanied by reflective insight or analysis about the aims and/or accomplishments of their actions).

This rubric was created using the Association of American Colleges and Universities (AAC&U) Ethical Reasoning VALUE Rubric. Retrieved from <https://www.aac11.org/value-rubrics>

Core Curriculum Scoring Rubric for Social Responsibility Skills

Criteria	Not Observed 0	Minimal 1	Improving 2	Proficient 3
Show ability to communicate and interact with civility		Little understanding of cultural differences in verbal and non-verbal communication and lacking ability to negotiate misunderstandings.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur.	Participates in verbal and nonverbal communication and successfully negotiates misunderstandings
Demonstrate intercultural knowledge and competence		Expresses minimal interest in other cultures (shows minimal awareness of own cultural rules and biases and seems unwilling or unable to view or interact with perspectives from other worldviews).	Expresses a superficial interest in other cultures (recognizes own cultural views and biases and identifies other cultural perspectives, but sometimes interprets intercultural experiences only through the perspective of own worldview).	Expresses a deep interest in other cultures (shows insight into own cultural views and biases (e.g., aware how experiences shaped own cultural rules, and how to recognize and respond to cultural biases) and can interpret intercultural experience through perspectives of own and others' worldviews).
Identify cultural diversity and interpersonal challenges		Demonstrates a surface level understanding of the complexities of other cultures	Demonstrates partial understanding of the complexities of other cultures	Demonstrates a proficient understanding of the complexities of other cultures
Recognize the potential for discrimination and prejudice		Identifies instances of inequality and/or social justice	Identifies causes of inequality and/or injustice	Integrates and applies existing strategies for addressing causes of inequality and/or injustice
Demonstrate the ability to engage effectively in regional, national, and global communities		Has difficulty suspending any judgement in interactions with others and formulating basic solutions to regional, national, and global issues.	Formulates more complex solutions to regional, national, and global issues by becoming aware of own judgments when interacting with others and expresses willingness to change.	Formulates sophisticated solutions to regional, national, and global issues by suspending judgement and thus initiating, developing, and valuing interactions with others.

This rubric was created using the Association of American Colleges and Universities (AAC&U) Intercultural Knowledge and Competence VALUE Rubric, Global Learning Value Rubric, and Civic Engagement and Ethical Reasoning Value Rubric. Retrieved from <https://www.aacu.org/value-rubrics>

We thank you for your time spent taking this survey.
Your response has been recorded.

Instructors will use this tool to describe the assignment and to record student achievement on Core Curriculum student learning outcomes.

Instructor's last name, first name:

Jane Doe

Semester:

Fall

Spring

Which Core Curriculum student learning outcome (SLO) are you reporting?
If you are teaching one of the courses assigned to report both skills this year, you can only report one at a time.

Social Responsibility

Personal Responsibility

Course Name (example - Principles of Macroeconomics):

Example Course Name

Course Prefix and Number (example - ECOA 2301):

COURSE 1101

How many students completed the Core pre-assessment?

10

What method did you use to assess students for the Core pre-assessment?

Test

Written assignment

Class discussion

Oral presentation

Other (please describe)

Briefly describe your Core pre-assessment:

Had a guided group discussion about a cultural topic relevant to the course. Used the Social Responsibility Rubric to score students.

How many students completed the Core post-assessment?

8

What method did you use to assess students for the Core post-assessment?

Test

Written assignment

Class discussion

Oral presentation

Other (please describe)

Briefly describe your Core post-assessment:

Had a similar discussion later in the semester using the Social Responsibility Rubric to score students.

What percentage of students in this course improved from the pre to post Core assessment?
SRSU has a target of 60% of students improving between assignments.

55

Students in this course did not meet the 60% improvement target between pre and post Core assessments. What actions will you take to improve student performance on this Core assessment in the future?

Will plan on framing discussion better, work on topic, and continue to use Rubric to score

If you are one of the courses that must assess BOTH personal and social responsibility, please complete one form for each skill.

Powered by Qualtrics [↗](#)