

Connecticut State Colleges & Universities
TAP Framework Implementation and Review Committee
May 16, 2014 - 10:00 a.m.-Noon
39 Woodland Street - Hartford

Present: L. Doninger (co-chair, GCC), D. Weiss (co-chair, SCSU), B. Alves (QVCC), M. Garcia-Bowen (CCSU), M. Coach (ACC), F. Coan (TXCC), A. Diamond (BOR), S. Fagbemi (CCC), K. Gorniak-Kocikowska (COSC), R. James (WCSU), R. Picard (NVCC)

Phone: E. Steeves (HCC)

Absent: G. Gelburd (ECSU), M. Hart (MCC), P. Raymond (MXCC), S. Selke (TRCC), S. Steiz (NCC), S. Gusky (NWCC)

Call to Order: L. Doninger called the meeting to order at 10:00 a.m.

Approval of 4/26/14 Minutes: Committee members are to forward any additional modifications and edits to A. Davis.

Announcements

NVCC has adopted the TAP competencies as the college's General Education core. Students who begin in Fall 2015 will be subject to the new curriculum. NCC is "moving in the same direction," while GCC is in preliminary discussions regarding doing the same but may opt to omit a laboratory science from the Gen Ed core.

A. Diamond thanked all the committee members who participated in the last meeting. The BOR chief academic affairs officers expect the TAP FIRC to produce a concrete TAP approvals process document that all CSU institutions will use. The Academic and Student Affairs Committee has asked for clarification concerning the history of TAP framework development and implementation, the progress made on same, expected timelines, and the status of the pathways work.

Old Business: None

New Business

1. **Meeting Location, Calendar Date, Length, Secretary:** F. Coan volunteered to serve as committee secretary. No money is available to pay committee members to work over the summer. After a brief discussion, those present agreed to meet again on September 12, and thereafter on the second Friday of October, November, and December, from 10:00 a.m. until noon. For the travel convenience of the largest number of committee members, the meetings will take place at Middlesex Community College, which hosted most of the TAP steering committee meetings.

2. **Pathways Template:** As per the TAP Implementation Plan created by the TAP Coordinating Council, the TAP Program Manager “prepares layout of uniform pathways template” while the FIRC “review[s] layout, structure, and effectiveness of TAP templates for pathways” and “make[s] recommendations to TAP Program manager for periodic adjustment.” Accordingly, A. Diamond will create a template that will clearly enumerate how the TAP Gen Ed core and pathways will transfer from institution to institution and, following approval of the template by the FIRC, will disseminate the template to appropriate parties at the BOR as well as the various CSU schools. This template will be presented to the FIRC at the beginning of the fall semester.
3. **Feasibility of Common Transfer “Package” from all Community Colleges to CSUs or COSC:** Since the TAP framework grants each community college autonomy to decide which competencies listed in Part B are designated and which are embedded, and since the schools made different choices in this regard, it will be difficult and cumbersome to identify the general education course fulfillment for each two-year institution.

The committee discussed the feasibility of adopting a model in which each four-year institution would predetermine how the 30-32 competency credits would be applied to its general education program. This model accepts as fulfilled the same general education courses from all the community colleges and is consistent with a competency-based, rather than a course-based, transfer degree. Establishing such a common general education fulfillment would greatly simplify the transfer process.

D. Weiss presented a draft model template, hereafter referred to as the Weiss model, for the committee’s consideration (see separate attachment). The Weiss model aligns each of the TAP competencies and its credit value with some equivalent competency, area of knowledge or experience, requirement, or, in some cases, specific course in the SCSU Liberal Education Program. In addition, the model lists the remaining general education requirements, along with the number of credits, transferring students will need to complete at SCSU.

A discussion ensued with many members expressing support for a model that assumes in some fashion a common General Education fulfillment (30-32 credits and all the TAP competency areas) for each student who completes a TAP associate’s degree at one of the community colleges and transfers to a CSU or COSC. Such a model would enable the four-year institutions to clearly enumerate how the TAP competencies align with each institution’s general education requirements while at the same time honoring and preserving the decisions each community college made regarding Part B of the TAP framework.

Some concerns were noted. CCSU is in the midst of revising its general education core, and WCSU has just approved a new competency-based system, so it may be difficult for these two institutions to align their general education requirements with the TAP requirements at this time (although they are required by law to do so). This will be less of a problem for SCSU, ECSU or COSC. Also, it may be difficult to enumerate the transfer of TAP competencies that have no designated course equivalent in a four-year institution's general education requirements.

Another concern is the potential duplication of course-taking for some transfer students. For example, if a Capital Community College (CCC) student has taken Part B courses in Social Phenomena and Aesthetic Dimensions (which is how CCC designated Part B) and transfers to SCSU where the LEP requirement for Creative Drive is *not* one of the 30-32 credits marked as 'completed' for a TAP transfer student, the student will likely have to take another Creative Drive course rather than, for example, a Critical Analysis or Information Literacy course. It was recognized, however, that this drawback is outweighed by the simplicity of the Weiss model, and that this duplication could also be present if some other model is adopted.

The next step is for the four-year institutions to bring the Weiss model to their respective curricular bodies for discussion. If the institutions are supportive of this model, the FIRC will approve it and request that each of these campuses identify which General Education requirements will be marked as fulfilled for TAP associate degree transfer students and which General Education courses still need to be completed.

The committee unanimously approved the following motion: The FIRC co-chairs will write an explanation for the Weiss model and forward both the model and accompanying explanation to the appropriate parties at the CSUs and COSC for their consideration and, it is hoped, approval and adoption.

4. **Waivers:** By statute, the College of Technology is waived from having to conform to the TAP framework. **The committee unanimously approved a one-year waiver for all RN programs, which are in the midst of creating a transfer pathway.**
5. **Utilization of Program-Specific Courses in the Framework:** While the committee is charged with ensuring that each transfer pathway (with the exception of the aforementioned) conforms to the TAP framework, it acknowledges that some pathways may require students to take some directed course(s) in the framework in order to fulfill some requirement(s).

For example, the Psychology Pathway may direct that the Quantitative Literacy course of the framework must be statistics, or Biology may direct that the Scientific Knowledge course will be BIO*121 (rather than a biology course that meets the framework requirement but does not prepare the student for a major in biology). In order to maintain the integrity of the TAP framework, the committee will consider such exceptions on a case-by-case basis.

6. **Pathways:** A. Diamond asked the committee to recommend which pathways groups should be charged in the fall. **The committee recommended the following groups: chemistry, sociology, history, English, mathematics, and political science.**
7. **Next Steps:**
 - a. The CSUs and COSC should discuss utilization of the model and template described in #3 above, map competencies (or courses) to the TAP competencies, and begin planning for (if not actually implementing) assessment of said competencies.
 - b. The community colleges should continue to vet their courses to fulfill the TAP competency areas with the goal of completing this process by the end of the Fall 2015 semester.

Since much work remains to be done, it is unrealistic to assume that TAP will be implemented and functional throughout the CSU system until Fall 2015.

8. **Adjournment:** The meeting adjourned at noon.

Respectfully Submitted,

Francis M. Coan