

TAP Framework Implementation Review Committee (FIRC)
Friday, October 9, 2015 - 10:00am – 2:00pm
Conference Room 123
39 Woodland Avenue
Hartford, CT

Present: L. Doninger (co-chair, GCC), D. Weiss (co-chair, SCSU), F. Coan (TXCC), J. Day (ECSU), N. Esposito (MCC), S. Fagbemi (CCC), S. Gusky (NWCC), K. Gorniak-Kocikowska (COSC), B. Donohue-Lynch (QVCC), B. Merenstein (CCSU), S. Montez (NCC), P. Raymond (MXCC), S. Selke (TRCC), E. Steeves (HCC), B. Tedesco (NVCC)

Present Non-Voting: N. Kullberg (WCSU), K. Pittman (TXCC)

Teleconferencing: M. Coach (ACC)

Absent: R. Gustafson (WCSU)

Guests: D. Burns (WCSU), K. Kleis-Carbone (MCC), J. Schnobrich-Davis (CCSU), P. Hirschy (ACC), A. Kureczka (CCC)

Call to Order: L. Doninger called the meeting to order at 10:01 a.m.

Announcements: None

Minutes: The minutes of 9/11/15 were approved.

Reports

TAP Co-Managers (K. Klucznik and C. Barrington)

- The co-managers distributed information listing two sets of transfer statistics for each CSCU community college, the first for students who completed an associate's degree in 2012-2013 and went on to a four-year institution in 2013-2014 and the second for those who did not complete a degree but transferred to a four-year school for 2013-2014. The information includes a breakdown of the transfer destinations of students from each of the community colleges.
- FIRC representatives are urged to do whatever they can to ensure that their respective institutions submit a completed list of courses vetted for TAP (Template 4) to the TAP co-managers as soon as possible.
- The faculty at many colleges are struggling to find ways of distributing and tracking the embedded competencies.

- It appears likely that there will be only one Business pathway and it may be ready for review by FIRC in November. Business faculty are still not in full agreement regarding the courses that will be included in the pathway.
- Despite disparate programs at the four-year institutions and the lack of final agreement on which courses will transfer from the community colleges to the CSUs and COSC, the Computer Science pathway is progressing and may also be submitted to FIRC for review in November.

Campus Updates

SCSU: Endorsed the sociology, political science, communication, and English pathways.

CCSU: Endorsed the history and biology pathways. Next week, the Senate will consider the TAP umbrella degree, while the Curriculum Committee will vote on the communication, political science, and English pathways.

COSC: The Academic Council will soon vote on the sociology, political science, and psychology pathways.

QVCC: Has endorsed the biology pathway. The Senate will consider the history pathway next week. In November, the sociology, psychology, political science, chemistry, and English pathways will all be considered, with the last-mentioned pathway in potential jeopardy of not being endorsed.

MCC: Has endorsed the history pathway but is struggling to reconcile the endorsement process with shared governance and past practices. Specifically, some faculty are questioning the legitimacy of the TAP umbrella degree because they question the BOR's right to create a degree program.

NVCC: Endorsed the history and biology pathways. The TAP umbrella degree and several other pathways are making their way through governance.

CCC: The history, chemistry, communication, and sociology pathways are being reviewed at the curriculum level. English faculty are concerned that some English courses offered at the community college were not included English pathway. Also, concerns were raised about the requirement that students transferring to WCSU will have to take a First Year Navigation course intended for incoming freshmen.

NWCC: Endorsed the biology, chemistry, psychology, communication, and sociology pathways but did not endorse the political sciences, history, or English pathways. Concerns were raised that the political science, history, and English pathways contain too few specific courses to sufficiently ground community college students in these disciplines. Also, history students may not be able to transfer their history courses for history credit.

The institution did not endorse the TAP umbrella degree on the following grounds:

1. The college is too small to be able to offer and run the variety of discipline and career program courses that TAP calls for.

2. Faculty do not like the title of the TAP degree.
3. The college has a good liberal arts program that might be undermined by TAP.
4. Only a minority of NWCC students transfer to the CSUs or COSC.
5. It is speculated that community college students may have to repeat coursework at the four-year institution. It was noted that this could pose a threat to student financial aid.

HCC: The Senate will likely vote on the TAP umbrella degree and history and biology pathways in November. Other pathways are being examined at the departmental level.

ACC: Endorsed the history and communication pathways. Also the English pathway, but “with concerns,” chief among them the relatively few English courses ACC runs because of its small size. Faculty have requested a list of English courses (especially on-line) offered at all the CSU institutions to assist pathways students who may need to take a specific course that ACC does not have.

TRCC: Endorsed the biology pathway and will vote on the TAP umbrella degree, the history pathway, and the communication pathway on 11/6. The other pathways will be considered on 12/4.

NCC: Refused to endorse the biology pathway, but no rationale has been forwarded. The other pathways are being considered at the departmental level. The status of the umbrella degree is unknown.

TXCC: Will vote on the umbrella degree and biology and history pathways next week.

MXCC: Ditto

GCC: Endorsed the umbrella degree and history, biology, and chemistry pathways. Other pathways will be voted on soon, but some may be in trouble due to the paucity of courses in the given discipline.

Pathways

Mathematics: D. Burns and P. Hirschy provided an overview of the pathway. In the Framework30, students must complete the BIO, CHE, or PHY sequence to satisfy both the Scientific Reasoning and Scientific Knowledge and Understanding because WCSU requires that they take one of these sequences. Moreover, most of the other four-year institutions require students to complete at least two lab sciences. In the Pathway 30, Line 23, all twelve community colleges offer at least one of these 200-level courses. Line 24 lists programming courses. The pathway also includes eight to nine unrestricted electives, which may be foreign language credits. Most of the CSUs will accept additional math credits.

A question was raised concerning the decision to make this degree an AA as opposed to an AS, unusual in a discipline such as mathematics. The Academic Council will have to address this matter for all of the pathways.

Some concerns were raised about the inclusion of ENG 101 as the designated Written Communication I course. Given that TAP allows each community college to decide which course(s) assess this

competency, should all students be required to take ENG 101 in order to fulfill this requirement? Are all pathways going to list ENG 101 as the default Written Communication I course? It was pointed out that, in this case at least, since NWCC lists ENG 101 as a prerequisite for many science courses, Composition must be designated in the pathway. Also, completion of ENG 101 is a graduation requirement for all community college students enrolled in a degree program.

Some CCC faculty have questioned the lack of inclusion of MAT 184 as a designated course that will satisfy the Quantitative Reasoning competency requirement. These concerns were not raised as the mathematics pathway workgroup met, corresponded and completed its work. Moreover, if MAT 184 is added to the pathway, students taking it will still have to take either MAT 185 or MAT 186, the two courses currently designated under QR, before they will be able to enroll in Calculus. Finally, since MAT 184 does not have an Intermediate Algebra prerequisite, it is not eligible to be included as a Framework30 QR course.

The FIRC made the following recommendations to the mathematics pathway group:

- Leave out of the pathway document the course selection recommendations that CCSU faculty requested be included (i.e., that community college students bound for Central complete a course that they will use towards their intended minor, take an introductory statistics course, and complete a financial accounting course). Since the request makes clear that “these are only recommendations and that not following them will not prevent graduation,” and in that the spirit of TAP calls for allowing advisors and students the maximum possible flexibility in choosing courses, the members of FIRC believe said recommendations are better suited for inclusion on an advising sheet as opposed to the mathematics pathway.
- In Line 24 of the Pathway30, please make certain that there are no hidden prerequisites for the programming courses that would require students in this pathway to take additional coursework.

Those present praised the mathematics group for their excellent collaborative work in the creation of a strong pathway.

Criminology: A. Kureczka and J. Schnobrich-Davis summarized the pathway, which was difficult to construct given the disparate nature of the programs at the CSUs. Only CCSU offers a baccalaureate degree in criminology. SCSU and WCSU have sociology degrees with concentrations in criminology and law administration respectively, while ECSU offers only a minor in criminal justice. The last-mentioned institution, however, is proposing a new criminology/criminal justice degree program.

The following courses need to be added to the Criminology pathway:

- In the Framework30, Line 7 (the Quantitative Reasoning competency) should read MAT 167 or MAT 168.

- In the Pathway 30, Line 22 should read CJS 105 or CJS 120. Line 23 should read CJS 201 or CJS 201/SOC240. Line 26 should be CJS 210 or CJS 213. Line 28 should read CJS 202 or CJS 202/SOC 241. Finally, Line 30 should be CJS 225 or CJS 225/SCI 200.

Questions were raised about courses that might be considered for inclusion in the pathway but are not listed, namely a Constitutional Law course with a POL designator (in the Pathway30, Line 26) and a Forensic Science course with a SCI or BIO designator (in the Pathway 30, Line 30). The pathway co-chairs are open to these suggestions but need to consult with the other members of their work group before making a final decision.

A concern was voiced that the pathway contains only a single designated sociology course. It was pointed out, however, that students may take and transfer an additional six credits of sociology as unrestricted free electives.

Some MCC faculty believe that this pathway will adversely impact the CJ program at that institution and force the program to be modified, but given that TAP provides a separate degree for all pathways students this concern may be unwarranted.

Some CCC faculty have noted that PSY 111 will transfer to ECSU as part of the Framework30 but to the other CSUs and COSC as part of the Pathway30. It was pointed, however, that regardless of where the receiving institution applies the course credits, all students in the pathway will take PSY 111, and all will get credit for it that will be included in the baccalaureate degree in criminology.

The FIRC made the following recommendations to the criminology pathway group:

- If possible, please add a Constitutional Law course with a POL designator to the Pathway30, Line 26, and a Forensic Science course with a SCI or BIO designator to the Pathway 30, Line 30.
- In the SCSU Template 1, Framework30, Line 7 (Written Communication I competency), please add INQ 101.
- Given that some of the smaller community colleges offer only a subset of the CJS courses listed in the pathway, it would be helpful to advisors and potential criminology pathway students if the various CJ/criminology program coordinators would compile and make available a list of on-line classes that students might enroll in to complete the pathway.

Those present praised the criminology work group for their creativity, collegiality, and flexibility.

Social Work: C. Barrington presented an overview of the pathway, noting that it has been the most challenging one to create to date, in large part because Human Services programs and Social Work programs are quite different from one another. Traditionally, the CSUs have accepted HS coursework as general elective credit only. Thus, this pathway is the result of a

series of compromises between and among the two-year and four-year faculty on the work group.

It was asked if POL 112 might be included with POL 111 in the Pathway30, Line 21. Since POL 111 is required in most Social Work programs, the answer is no.

It was suggested that ECN 101 be designated as the course listed in Line 17 (General Education Elective I) of the Pathway30. This was considered by the workgroup but was rejected as Framework30 and Pathwork30 were already quite encumbered. Certainly students may be advised to take ECN 101 and/or 102. Only Macroeconomics will be available for Gen Ed #1. Microeconomics would have to be taken as a free elective.

It was asked why Cultural Anthropology is designated as part of the Pathway30. Answer: One of the CSUs requires that students complete this course in order to have junior standing.

Concern was raised that transfer students who will need to apply for admission into a social work program at one of the CSUs be made aware of this fact in a timely and obvious manner. Plans are underway to list said requirement on a guided pathway sheet and to incorporate a notification mechanism in Degree Works.

Faculty at MCC, TXCC, and NVCC have expressed concerns that too few Human Services courses were included in the pathway. It was pointed out, however, that the four-year degree is a baccalaureate in Social Work, not Human Services. Moreover, several areas of the pathway (e.g., Line 25 of the Pathway30, the three to six unrestricted electives, and perhaps some portion(s) of the Framework30) provide opportunities for students to take additional HS coursework that will transfer seamlessly to the four-year institutions.

The FIRC made the following recommendations to the social work pathway group:

- In the Framework30, Line 6 (the Scientific Knowledge and Understanding competency), please add BIO 110 and BIO 127.
- On the first page of Template 1 for SCSU, please clarify the prerequisites for the “W” courses. Said courses are a graduation requirement and must be taken at WCSU.
- On Template 2 for SCSU, please clarify the “two 2-courses” that TAP transfer students will be required to pass.

Those present thanked the social work pathway group for a difficult job done as well as it could have been done.

The due date for reporting campus votes on these pathways to the TAP co-managers is January 26, 2016.

Embedded Competencies: Many institutions are finding it difficult to devise a workable method to embed and track the embedded competences required by the TAP framework. All the TAP General Education competencies, both designated and embedded, must be assessed within the Framework30 portion of each pathway. Two models for addressing the embedded competency requirement have emerged. The first, the “linked” approach, involves requiring courses in certain disciplines to assess both a designated competency and an embedded competency. This model, employed at GCC and NVCC, has the advantages of simplicity and transparency. The second approach, the “decentralized” model, distributes the embedded competencies on a course-by-course basis, with courses in a given discipline not always assessing the same competency. The decentralized model, employed at TXCC and CC, may have the advantage of being more palatable to faculty since decisions regarding what competency or competencies to assess in each course will be shaped or made by the faculty in each given discipline.

Additional Pathways: Any faculty who wish to create a TAP pathway not currently being proposed should communicate their wishes to the TAP co-managers, who will convene a meeting of a work group. Foreign languages and physics faculty have already expressed such an interest. While not all proposed pathways will prove to be viable, a work group should be able to assess the possibilities fairly quickly.

Next Meeting: November 13, 10:00 a.m. to 12:00 p.m., 39 Woodland Street, Conference Room 123, Hartford, CT

Adjournment: The meeting adjourned at 1:35 p.m.

Respectfully Submitted,

Francis M. Coan