

**TAP Framework Implementation Review Committee (FIRC)**  
**Friday, September 11, 2015 - 10:00am – 12:00pm**  
**Conference Room 123**  
**39 Woodland Street**  
**Hartford, CT**

**Present:** D. Weiss (co-chair, SCSU), L. Doninger (co-chair, GCC), M. Coach (ACC), F. Coan (TXCC), N. Esposito (MCC), S. Fagbemi (CCC), R. Flanagan (WCSU), K. Gorniak-Kocikowska (COSC), S. Gusky (NWCC), 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)

**Absent:** E. Cowles (ECSU)

**Guests:** T. Zownir (MCC), A. Lenoce (NVCC), L. Brancazio (SCSU), S. Cohen (CCSU), J. Gentile (MCC)

**Call to Order:** D. Weiss called the meeting to order at 10:00 a.m. Those present observed a moment of silence to commemorate the anniversary of 9/11/01.

**Announcements:** None

**Minutes:** The minutes of 5/8/15 were approved.

**Reports**

Interim Provost Lopez offered greetings and sincere thanks for all the good work the FIRC has accomplished.

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

- FIRC representatives should forward the results of the votes of their respective campuses on the TAP umbrella degree, as well as the biology pathway and history pathway, as soon as possible. The deadline for reporting said votes is November 10.
- The co-managers distributed an updated TAP implementation plan for 2015-2016.
- Representatives from TXCC and NWCC have completed and submitted Template 4 (a list of courses vetted for TAP). The co-managers need this information from all the other campuses by the close of this semester at the latest.
- The co-managers are preparing a list of General Education I and General Education II courses (i.e., courses offered at the community colleges that will fulfill a General Education requirement at all five of the CSU four-year schools). Said list should be completed by November.

- The co-managers will list campus-specific courses in the Framework30 and Pathway30 portion of pathways documents in cases where no common course exists.
- The co-managers distributed a copy of Thomas R. Bailey, Shanna S. Jaggars, and Davis Jenkins, *Redesigning America's Community Colleges*, to each member of the FIRC. They have gleaned many useful insights and ideas from this work.
- Several FIRC members expressed reservations about the name of the TAP umbrella degree and concerns that the system, not the individual campuses, had created said degree. The co-managers welcome any feedback on the former matter, while K. Klucznik will draft a statement addressing the latter and forward it to the FIRC co-chairs for distribution to all committee members and CSU campuses.

### **Campus Updates**

**SCSU:** On 9/24, the Undergraduate Curriculum Forum will vote on the TAP umbrella degree, biology pathway, and history pathway.

**QVCC:** A vote on the umbrella degree will take place in late September. The biology pathway has been endorsed, while the status of the history pathway is unknown.

**HCC:** The Curriculum Committee will vote on the degree and both pathways at the end of October.

**NCC:** No report

**MCC:** Concerned about the precedent of the Board creating a degree program, the institution voted to abstain on the TAP umbrella degree.

**NVCC:** The degree and pathways are due to be voted on at an all-college meeting next week.

**CCC:** Questions have been raised about the name of the umbrella degree. The history pathway will probably be endorsed, but the biology pathway was not endorsed.

**WCSU:** The Biology department is opposed to the biology pathway, citing a lack of understanding of the pathway. Perhaps the biology faculty will change their minds once the pathway process and details are explained to them.

**NWCC:** On 10/6, the Senate will vote on the degree and two pathways.

**TXCC:** On 10/8, the PSO (the Tunxis governing body) will vote on the degree and two pathways.

**TRCC:** The degree and two pathways will be voted on in October.

**ACC:** The institution has endorsed the degree and biology pathway and will vote on the history pathway next week.

**MXCC:** The degree and two pathways will be introduced to the Curriculum committee next week.

**GCC:** Has endorsed the degree and biology pathway, with a vote on the history pathway pending. Has also approved a new General Education core with a TAP sub-set.

**COSC:** While the institution is on record as being willing and able to accommodate TAP students and the umbrella degree and meet all the requirements of TAP, questions remain about course mapping and assessment. The TAP co-managers may need to work with somebody at COSC to resolve these matters.

**ECSU and CCSU:** No report

### **New Business**

**Election of Co-Chairs and Secretary:** L. Doninger and D. Weiss were re-elected as co-chairs, and F. Coan as secretary, by acclaim.

**Implementation Start Dates:** While TAP does not officially go into effect until Fall 2016, it is possible that a small number of community college students will be completing a TAP degree as early as December 2016. Thus, the registrars at the four-year institutions will need to be prepared to identify incoming TAP students and ensure that their credits are allocated according to the appropriate TAP pathway requirements. Banner needs to be programmed to list the name of the TAP degree and specific pathway on each TAP student's transcript. Once that occurs, tracking incoming TAP students will be much easier.

### **Pathways**

K. Klucznik offered a brief review and primer on Templates 1 and 2 and the purpose of each.

**Chemistry:** T. Zownir provided a brief overview of the pathway. The pathway has thirty-five encumbered credits in the Framework30 and Pathway 30 and totals sixty-two credits, which exceeds the Board's sixty-credit limit. The chemistry pathway group may petition for a waiver allowing for the additional credits. Further, it was pointed out that the full four-year chemistry degree totals 120 credits, which is in accordance with Board policy.

Many FIRC representatives questioned the recommendations that the pathway group included in the Framework30 (i.e., that students are "encouraged to take" HIS\*101 to satisfy the Historical Knowledge and Understanding competency and ECN\*101 to fulfill the Social Phenomena and Understanding competency). On the one hand, the pathway group

believes these courses are best suited to students pursuing an undergraduate degree in chemistry. Also, including course recommendations does not violate the letter of TAP policy as students and advisors will still be free to choose other courses to satisfy these two competency areas. On the other hand, several FIRC members argued that including recommendations in the Framework30 might set a precedent that violates the spirit of TAP by potentially undermining the course vetting decisions made on each community college campus and limiting the flexibility of students and advisors to choose courses to satisfy Framework30 requirements. It was suggested that at least some students and advisors might interpret “encouraged to take” as “should take” or even “must take.” Finally, it was pointed out that deleting the recommendations from the pathway document would not preclude advisors from making these very recommendations to students.

A discussion ensued about the charge and role of the FIRC *vis a vis* the pathways. Rather than voting to endorse or approve (or not) pathways, the charge language makes clear that FIRC is to “review and report” and “make recommendations” on pathways. K. Klucznik stated that each pathway group has the final say over the product that will go to each campus for endorsement and to the Academic Council for approval. Not all on the FIRC agree with this policy interpretation. The TAP co-managers will forward FIRC recommendations to each pathway group and similarly forward the response of each pathway group to the FIRC.

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

- Delete the course recommendations listed in conjunction with the Historical Knowledge and Understanding and Social Phenomena and Understanding competencies.
- Template 1 incorrectly lists the Social Phenomena competency as “Social Knowledge.”
- The COSC Template 1 incorrectly lists MAT 254 (Calculus 1) as MAT 354.
- The COSC Template 2 needs to be edited to indicate which course(s) among U.S. History, Government, or non-U.S. History incoming students must take to complete their COSC General Education requirements.

Those present praised the chemistry group for creating a strong, well-structured pathway.

**Psychology Pathway:** L. Brancazio presented an overview of the pathway, explaining that the psychology group discovered few commonalties among the various CSCU psychology courses and programs.

A question was raised about prerequisites for the 200-level psychology courses included in the Pathway30. Should a PSY 111 prerequisite for these courses be stated in the pathway, or is it to be assumed that students will take the survey course (also included in the

Pathway30) before they enroll in the advanced courses? In part because not all the CSCU institutions have a psychology prerequisite for the 200-level courses, and in part because some but not all schools require students to take both PSY 111 and PSY 112 before enrolling in advanced courses, the pathway document is silent on this matter.

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

- The credit totals listed under the Scientific Reasoning and Scientific Knowledge and Understanding competencies should be 3-4 in each case.
- The WCSU Template 1 incorrectly lists PSY 324 as Experimental Psychology I. The proper title is simply Experimental Psychology.

Those present praised the psychology group for their excellent collaboration and for creating a quality, flexible pathway.

**Communication Pathway:** A. Lenoce presented an overview of the pathway, noting that it accommodates all communication, media production, media writing, and journalism programs in the CSCU system save the Journalism and English program at SCSU.

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

- GWCC offers COM\*171, not COM\*173, so the Pathway30 should be edited to include that information.
- The credit totals listed under the Scientific Reasoning and Scientific Knowledge and Understanding competencies should be 3-4 in each case.

Those present praised the communication group for their fine work in creating a pathway that will provide students with a great deal of choice in selecting courses.

**English Pathway:** S. Cohen and J. Gentile presented the pathway, noting that each of the four-year CSCU institutions has a unique English program with unique requirements. The Pathway30 includes only three English requirements: a world literature course and six credits from American Literature I and II and British Literature I and II.

Several FIRC representatives expressed concerns that due to the dearth of English courses in the pathway, incoming transfer students will be forced to take four or five upper-level English courses per term in order to finish a degree in four years. This might well pose a hardship on these students, particularly if not enough sections of said courses are offered each semester to allow all to enroll. It is possible that some community college English courses might be used to satisfy the General Education I and General Education II portions of the Pathway 30 or be transferred as open electives. Some of the four-year faculty present stated that their institutions do schedule ample sections of upper-level English courses. The

SCSU English faculty are considering revising their degree program in light of TAP discussions.

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

- Please be aware of the potential student hardship noted above.
- The course requirements for the Written Communication II competency will have to be listed by campus as not all institutions offer ENG 102 or ENG 110 and not all campuses include 102 or 110 as a pre-requisite to 200 level literature classes..
- The credit totals listed under the Scientific Reasoning and Scientific Knowledge and Understanding competencies should be 3-4 in each case.

Those present praised the English group for a difficult job well done.

**Political Science Pathway:** K. Klucznik offered a brief overview of the pathway, which is quite open and flexible and includes only nine credits of political science (American Government and six additional credits in the discipline) in the Pathway30. By definition, then, for a community college to be able to participate in this pathway it will have to be able to offer students at least three courses in political science.

The FIRC made the following recommendations to the political science pathway group:

- The credit totals listed under the Scientific Reasoning and Scientific Knowledge and Understanding competencies should be 3-4 in each case.

Those present praised the political science group for creating one of the most flexible pathways to date.

**Sociology Pathway:** B. Donohue-Lynch provided an overview of the pathway, which is almost as flexible and open as the political science pathway. It includes twelve credits of sociology (SOC 101 and nine additional credits in the discipline, six of which must be at the 200-level), meaning that for a community college to be able to participate in this pathway it will have to be able to offer students at least four courses in sociology.

A question was raised about prerequisites in the Pathway 30. Specifically, will students be required to take SOC 101 as a prerequisite for the 200-level sociology courses? Since some of the two-year colleges do not have such a prerequisite, and since SOC 101 is a Pathway30 requirement in any event, the pathway will remain silent on the matter.

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

- The WCSU Template 1 incorrectly assigns only 12 credits to the “five approved courses in ANT and SOC (200-400 level)” included in the Major Program Courses section.

- The credit totals listed under the Scientific Reasoning and Scientific Knowledge and Understanding competencies should be 3-4 in each case.

Those present praised the sociology group for creating a clean and flexible document.

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

**Next Meeting:** October 9, 10:00 a.m.-2:00 p.m., 39 Woodland Street, Conference Room 123, Hartford, CT.

**Other:** By next week. the TAP co-managers will forward final versions of the approved pathways to the FIRC co-chairs for distribution to campus representatives.

**Adjournment:** The meeting adjourned at 1:45 p.m.

Respectfully Submitted,

Francis M. Coan