

CT State Community College
Common General Education Core

General Education Core (7 courses) (BOR Approved 5/14/2020)		
1	Eng. 101 Composition	3 credits
2	Math 100 or higher (college level)	3-4 credits
3	Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4 credits
4	Choose one from: <ul style="list-style-type: none"> • Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning • Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes 	3-4 credits (lab optional)
5	Choose one from: <ul style="list-style-type: none"> • Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes • Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes 	3 credits
6	Choose one from: <ul style="list-style-type: none"> • Oral Communication – COM courses vetted for TAP Oral Communication • Written Communication II – ENG course vetted for TAP Written Communication II outcomes 	3 credits
7	Choose one from: (Program directed) <ul style="list-style-type: none"> • A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements: <ul style="list-style-type: none"> ○ Continued Learning/Info Literacy ○ Scientific Knowledge ○ Scientific Reasoning ○ Social / Behavioral Science ○ Historical Knowledge ○ Written Communication II ○ Oral Communication <p>Program alignment groups will determine how this will be designated</p>	3-4 credit
Notes	<p>Students must take at least one course in the Gen Ed core which meets a diversity requirement. This requirement will be embedded in certain courses, most likely in, but not limited to, the Social / Behavioral Science and Arts & Humanities categories.</p> <p>The diversity requirement is defined as: “Diversity courses have substantial content that addresses racial, ethnic, gender, socioeconomic, sexual orientation, religious or other types of diversity.... Diversity courses are intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead.” --UCLA Definition from Registrar’s page</p> <p>Diversity courses will be vetted by a faculty led curriculum diversity committee.</p> <p>In June 2020, the Board of Regents approved a policy requiring all degree programs in the new CT State Community College to include CCS 101: College Career and</p>	

	Success. The CCS 101 course can be included as one of the courses in the General Education core, with the embedded diversity requirement, or can be incorporated into your degree program as a program course. If programs are unable, for justifiable reasons, to include the CCS 101 course in their programs without exceeding the 60-61 credit normalization limits, they may apply for an exception to credit normalization – such requests will be considered on a case-by-case basis. The full CCS 101 policy information will be available on the CSCU website [https://www.ct.edu/regents/policies].	
	General Education Total:	21-25 credits

Philosophy of the General Education Core Curriculum

The general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses. It cultivates student success by helping students acquire skills and knowledge to further their education and thrive in a complex, diverse, and changing world.

Guiding Principles for the General Education Core Curriculum

The General Education Curriculum will:

- Follow NECHE standards, Board of Regents policy, and state law.
- Consist of categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined, namely: English/Communication, Arts and Humanities, Historical Knowledge, Mathematics, Science (Scientific Knowledge, Scientific Reasoning, Social/Behavioral Science).
- Balance and reflect the needs and requirements for both transfer (to CSCU and non-CSCU schools) and career programs of study.
- Align with Transfer and Articulation Policy (TAP) competency areas. This requires working with Framework and Implementation Review Committee (FIRC) on modifying TAP to lead to bilateral alignment.
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need.

In addition,

- The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty (from NECHE standard 3.15).
- Courses or course areas not included in the Gen Ed may petition for inclusion in the Gen Ed through the curriculum revision process to be established by the one college.

A General Education course will:

1. Ask students to demonstrate knowledge of the fundamental concepts, theories, primary works, skills, or ideas within the specific category discipline area.
2. Ask students to interpret and apply introductory methods of inquiry and analysis in the discipline category.

3. Have as its main objective, and 2/3 of its focus, the category content and/or skills.
4. Be vetted in only one General Education category.
5. Be vetted and approved by an appropriate discipline group.

General Education Program Outcomes

Upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines. These discipline competencies include at a minimum: arts and humanities, understanding of the social world, scientific reasoning/understanding, quantitative literacy, and oral/written communication.

General Education Core Curriculum Outcome Categories

The proposed General Education core is an outcomes-based model embedded in a discipline framework. The [TAP FRAMEWORK30 outcomes](#) will serve for the categories of the proposed 21 credit core. TAP outcomes are in place for all categories except the two for which the general education work group recommends modification: Arts and Humanities to replace and augment Aesthetic Dimensions, and Social / Behavioral Science to replace Social Phenomena. The Framework Implementation and Review Committee (FIRC) is charged with making any revisions to the current outcomes (Outcomes currently exist for Aesthetic Dimensions and Social Phenomena). The proposed 21 credit general education core allows each program to decide whether the College Career and Success course will be required in the general education core, if it is vetted as a Continued Learning/Information Literacy Course.

Additional Notes:

- The General Education Curriculum applies to Associate degrees, not certificates.
- The General Education Curriculum will be integrated in the degrees during the curriculum alignment process.
- The proposed General Education Curriculum is limited to 21-25 credits to allow maximum flexibility for program coordinators to determine the other 35-39 credits of a degree.
- Program coordinators can designate a course or a directed elective if there is an accreditation directive or programmatic need demonstrated.
- Pursuant to PA 1231: Section 1. (NEW) (*Effective July 1, 2012*) (a) Not later than July 1, 2013, the regional community-technical college system and the Connecticut State University System shall develop and implement a general education core of courses for which not fewer than thirty academic credits shall be offered by each such constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program. A student who graduates from any such liberal arts and sciences program or transfer program or transfers from such program to another of such constituent units or to another institution within the same constituent unit shall transfer any credits earned while enrolled in such program toward the general education core curriculum requirements of the constituent unit to which such student transfers.