Overview of Implementing the TAP Core Competencies

Presented by
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Simplified Shared Governance Process at Capital CC

- **Academic Dean**
  - Approves proposed changes or sends back to earlier stage for revision

- **College Senate**
  - Votes to send proposed changes forward to next level or back to earlier stage for revision

- **CAP Committee**
  - Votes to send proposed changes forward to next level or back to dept for revision

- **Humanities**
- **Business & Technology**
- **Social & Behavioral Sciences**
- **Science & Math**

Faculty make changes in Standardized Course Outlines, vote at **Department Level**
TAP Implementation 2013-2016

For changes in Standardized Course Outlines related to TAP, we inserted one more step into the review process. The most rigorous review was conducted by C-DAC members. There were often a few rounds of suggestions and revisions by faculty before a Course Outline was approved at this level.

2016 Composition of C-DAC:
Campus-level Core Curriculum Design & Assessment Committee

- 2 Faculty on Assessment Team
- 2 Faculty teaching Gen Ed courses
- 2 Program Coordinators from TAP-related fields
- 1 Transfer Counselor
- Registrar
- Director of Admissions
- Asst. to Academic Dean

- Ex-Officio Members:
  - Academic Dean
  - 4 Relevant Department Chairs
  - 1 Division Chair, General Studies
C-DAC Review Process

C-DAC Full Committee Meetings approx. once a month, conduct meetings in subgroups as needed

- C-DAC Co-Chairs assign course outlines to a sub-committee for scrutiny according to C-DAC Standards for Reviewing Course Outlines.
- When a course outline is approved by the sub-committee, it goes on to CAP for next stage of governance review process.

Changes Made to Course Outlines for TAP

- **Indicate core competencies:**
  This course fulfills a Designated Core Competency in the area of Social Phenomena Knowledge / Understanding (SP).
  This course fulfills an Embedded Core Competency in the area of Critical Analysis and Logical Thinking (CA).

- **Plan for data collection for Gen Ed Assessment:**
  **Core Competency Assessment Artifact(s):**
  Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the college.
### Changes Made to Course Outlines for TAP

sample competency mapping from PSY 201: Developmental Psychology

**LEARNING OBJECTIVES**

To demonstrate an understanding of:

1. How the scientific method applies to the study of human development.

**LEARNING OUTCOMES**

Students will:

- Explain the scientific methods used in conducting research in developmental psychology. (SP 2, CA 1)
- Explain how specific studies address or fail to address ethical issues. (SP 3)
- Interpret graphs and/or tables of information on issues relevant to human development, and evaluate the validity of such research and/or infer reasonable limits for interpretations. (CA 2, 3, 4)

**ASSESSMENT METHODS**

In-class test, homework assignment, group project, and/or research paper.

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### Keeping Track of Course Outline Review

**Business & Technology - CDAC Curriculum Update Map**

Form designed by Miah LaPierre-Dreger

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>Updated DESIGNATED COMPETENCY</th>
<th>Updated EMBEDDED COMPETENCIES - as of Oct 22, 2013</th>
<th>Approval Status - As of Jan 21, 2014</th>
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<tbody>
<tr>
<td>ACC 115</td>
<td>Financial Accounting</td>
<td>CA3, CA4, CA5, ED1, ED2</td>
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<td>ACC 117</td>
<td>Principles of Managerial Accounting</td>
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<td>ACC 271</td>
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<td>Architecture of the World</td>
<td>CA3, CA4, CL3</td>
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<td>BBG 210/B</td>
<td>Business Communications</td>
<td>DC1, DC2, DC3, DC4, DC5</td>
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<td>BBG 215</td>
<td>Legal Environment of Business</td>
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<td>BBG 236</td>
<td>Commercial Law</td>
<td>CA1, CA2, CA3, ED1, ED2</td>
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<td>BFM 126</td>
<td>Principles of Insurance</td>
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<td>BFM 203</td>
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<td>BMG 202</td>
<td>Principles of Management</td>
<td>SP</td>
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<tr>
<td>BMG 210</td>
<td>Organizational Behavior</td>
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<td>CDA 105</td>
<td>Introduction to Software Applications</td>
<td>CL1, CL2, CL3</td>
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<td>CDA 163</td>
<td>The Internet</td>
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</table>

**KEY**

- Black is approved by CDAC
- Green is not yet approved by CDAC
- Green - edits in progress
- Orange = Approved by Academic Dean
- Red = approved by CDAC
- Green = approved by CAP
- Green = approved by Senate
- Green = approved by Department
- Green = approved by CDAC
Ensuring **Embedded** Core Competencies are met:

- **Section B**: extra Social Phenomena (SP) & Aesthetic Dimensions (AD)

**CA** = Critical Analysis & Logical Thinking  
**ED** = Ethical Dimensions  
**OC** = Oral Communication (OC courses cover at least one WC subgoal)  
**CL** = Continuing Learning & Information Literacy

Followed Housatonic CC’s method of creating categories:

- **SP 1**: SP & CA  
- **SP 2**: SP & ED  
- **AD 1**: AD  
- **AD 2**: AD & OC

**CL** is split among courses:  
- All History courses cover CL 1 & CL 2  
- ENG 101 covers CL 3 & CL 4
How C-DAC Review has Influenced Choices:

**Psychology 111**
- originally mapped to: Social Phenomena & Scientific Reasoning
- now mapped to: Social Phenomena & Critical Analysis and Logical Thinking

Why the change?
Lab software capabilities are overstated by textbook companies; not yet able to robustly support data collection and analysis.

How C-DAC Review has Influenced Choices:

All **Political Science** Courses
- originally mapped to: Historical Knowledge
- now mapped to: Social Phenomena

Why the Change?
Both competencies are relevant, but observing traditional disciplinary boundaries will help students who transfer to non-CSU institutions, which will likely have a requirement for a traditional history course.