General Education Proposal
Approved General Education Work Group 11/13/2019
Approved SF ASA CC 11/15/2019
Approved CCIC 12/9/2019

This document provides context and details for a proposed common 21-25 credit General Education Curriculum for the CSCU community colleges as mandated by the Board of Regents resolution of June 18, 2018. The Students First Academic and Students Affairs Consolidation Committee (SF ASA CC) and its General Education Work Group ask for an endorsement vote by April 3, 2020 on this proposal.

Background:
- In June 2018, the Board of Regents approved the revised Students First plan that includes a common general education core for the community colleges.
- Also in June 2018, the Board of Regents charged Provost Jane Gates with developing a general education core for the consolidated community college and report in April 2019. Provost Gates charged the (SF ASA CC) with developing the core.

Process thus far:
- The SF ASA CC General Education Work Group is composed of one elected representative from each of the 12 community colleges, 6 members appointed by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC), and two chairs: Mike Stefanowicz (non-voting) and Michael Stutz. The work group met 8 times between May and September, 2018 and developed a proposed 21-25 credit general education core for the consolidated community college curriculum.
- A draft proposal of the core was approved by the SF ASA CC to be forwarded to all the colleges for a campus comment period between September 14 and December 1, 2018.
- The General Education Work Group met during the Spring and Fall 2019 semesters after campus comments were submitted to the Co-chairs of SF ASA CC to review the feedback and revise the core presented here in response.
- Specific changes made based upon feedback from the public comment period:
  - 2 proposed separate options were combined into one required category: Arts and Humanities
  - Fine Arts had been with an option Oral or Written Communication
  - Humanities had been an option with History
  - History was moved from an option with Humanities to an option with Social /Behavioral Science
  - Oral and Written Communication became the sole options within one category
  - Student Success – College and Career Planning category was removed. This was replaced with 7 options that program coordinators can designate. CCS (FYE) may be
designated here if it is vetted in the Cont. Learning / Info. Literacy category and program coordinators wish designate.
  o Certain discipline codes that were overlooked were added to each category.

• The General Education Work Group worked with TAP FIRC during the Spring 2019 semester to ensure alignment between the proposed 21 credit core and the FRAMEWORK30.

Process next steps:

• Submit to Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) and the College Consolidation Implementation Committee (CCIC) with requests for forwarding to colleges for endorsement votes.
• Dependent on the tally of endorsement votes and the accompanying feedback, the General Education Workgroup will determine whether to continue working on the proposal or forward the proposed core to the Board of Regents Academic and Student Affairs Committee.

The governance approval process:

1. General Education Work Group charged to develop a General Education Curriculum for the single college
2. SF ASA CC reviews the proposal
3. CCIC reviews the proposal
4. Proposal goes out for 12 college endorsement votes utilizing current local governance procedures
5. Review of votes by the Gen Ed work group, the SF ASA CC, and CCIC
6. Approval by the Board of Regents
7. Implementation in the single college for all consolidated programs.
**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 Curriculum**

The General Education Curriculum will:

- Follow NEASC/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 TAP (Transfer and Articulation Policy) competency areas. This requires working with FIRC on modifying TAP to lead to bilateral alignment.
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need.
- 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.
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 TAP FRAMEWORK30 outcomes (attached) 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. FIRC is charged with making any revisions to the current outcomes (Outcomes currently exist for Aesthetic Dimensions and Social Phenomena).

This latest proposal for a 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.
Notes:

- The General Education Curriculum applies to Associate degrees, not certificates.
- The General Education Curriculum will be integrated in the degrees during the common program consolidation 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.

* Students must take at least one course in the Gen Ed core which meets a diversity requirement, 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

Diversity courses will be vetted by a faculty led curriculum diversity committee.

The working timeline:

- **May – October 2018:** Workgroup to develop initial proposal
- **October 2018:** The initial proposal is reviewed by the SF ASA CC and CCIC and moved to the campuses for a formal public comment period
- **October – December 2018:** Formal public comment period; during this time, members of the Workgroup held a series of brown bag meetings at the colleges to explain the proposal and received feedback
- **January – October 2019:** The Workgroup revises the proposal based on the feedback from the colleges and seeks less formal feedback periodically; works with the TAP Framework and Implementation Review Committee to ensure that the proposed General Education curriculum
aligns with the Framework; during this time, the proposal was shared with a number of groups, including the Academic Council and the Council of Presidents.

- **November 2019:** The workgroup finalizes their proposal and submits to SF ASA CC and then CCIC for approval to send to campuses for endorsement vote due by the end of February 2020.

- **February/March 2020:** The Workgroups reviews the endorsement votes and rationales and makes recommendation to the SF ASA CC and CCIC for moving forward to the BOR or returning to the Workgroup for further revisions.

- **April/May 2020:** The General Education Curriculum for the single college is forwarded to the Board of Regents.
**Appendix 1: Previous Proposal circulated for campus comment (9/14/18)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Eng. 101</strong></td>
<td>Composition</td>
<td>3 credits</td>
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<tr>
<td><strong>Math 100 or higher (college level)</strong></td>
<td>3-4 credits (lab optional)</td>
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<tr>
<td><strong>Science</strong></td>
<td>AST, BIO, CHE, EAS, ENV, GLG, MTR, OCEN, PHY, SCI courses that meet TAP Scientific Reasoning or Scientific Knowledge and Understanding outcomes*</td>
<td>3-4 credits (lab optional)</td>
</tr>
<tr>
<td><strong>Social / Behavioral Science</strong></td>
<td>ANT, ECN, GEO, POL, PSY, SOC courses that meet TAP Social Phenomena outcomes*</td>
<td>3 credits</td>
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<tr>
<td><strong>Student Success: College and Career Planning</strong></td>
<td>Newly designed course – see description (final course title to be determined)</td>
<td>3 credits</td>
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<tr>
<td><strong>Choose one from:</strong></td>
<td>3 credits</td>
<td></td>
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<tr>
<td>• Fine Arts – ART, DGA, GRA, MUS, THR (excluding Art History, Film History, Music History)</td>
<td>3 credits</td>
<td></td>
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<tr>
<td>• Oral Communication – COM 173</td>
<td></td>
<td></td>
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<tr>
<td>• Written Communication – ENG courses that meet TAP Written Communication outcomes*</td>
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<td></td>
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<tr>
<td><strong>Choose one from:</strong></td>
<td>3 credits</td>
<td></td>
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<tr>
<td>• History – HIS courses that meet TAP Historical Knowledge outcomes*</td>
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<tr>
<td>• Humanities – ART (Art History, Film History), ENG (Literature), ESL (two top levels), World Languages, HUM, MUS (Music History), PHL, THR</td>
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<tr>
<td><strong>Total:</strong></td>
<td>21-23 credits</td>
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<tr>
<td>Member</td>
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<td>Membership Type</td>
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<tr>
<td>Berenguel, J.</td>
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<td>Elected</td>
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<td>Bouffard, P.</td>
<td>System Office</td>
<td>SF ASA CC; Non-Voting</td>
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<tr>
<td>Buccilli, M.</td>
<td>Gateway CC / Guided Pathways</td>
<td>SF ASA CC</td>
</tr>
<tr>
<td>Canto, E.</td>
<td>Middlesex CC</td>
<td>Elected</td>
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<tr>
<td>Christie, J.</td>
<td>Capital CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Doninger, L.</td>
<td>Gateway CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Eddy, S.</td>
<td>Naugatuck Valley CC</td>
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<tr>
<td>Gentry, S.</td>
<td>Tunxis CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Klucznik, K.</td>
<td>TAP / System Office</td>
<td>SF ASA CC</td>
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<tr>
<td>Lopez, M.</td>
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<td>Milton, C.</td>
<td>Norwalk CC</td>
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<td>O'Grady, J.</td>
<td>Northwestern CC</td>
<td>Elected</td>
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<tr>
<td>Ortiz, J.</td>
<td>Housatonic CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Pagano, E.</td>
<td>Quinebaug Valley CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Paulin, C.</td>
<td>Manchester CC</td>
<td>Elected</td>
</tr>
<tr>
<td>Picard, R.</td>
<td>Naugatuck Valley CC</td>
<td>SF ASA CC</td>
</tr>
<tr>
<td>Rosselli-Navarra, F.</td>
<td>Manchester CC / Guided Pathways</td>
<td>SF ASA CC</td>
</tr>
<tr>
<td>Stefanowicz, M.</td>
<td>System Office</td>
<td>Co-Chair, SF ASA CC; Non-Voting</td>
</tr>
<tr>
<td>Stutz, M.</td>
<td>Three Rivers CC</td>
<td>Co-Chair, Elected</td>
</tr>
<tr>
<td>Zenie, H.</td>
<td>Three Rivers CC / Guided Pathways</td>
<td>SF ASA CC</td>
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### Written and Oral Communications in English Committee

**Goal:**
Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**ConnSCU students completing the 30 credit General Education Core will be able to:**

<table>
<thead>
<tr>
<th>Written Communication:</th>
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<tbody>
<tr>
<td><strong>In written communication:</strong></td>
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</table>
| 1. Respond to Rhetorical Situations | - Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations.  
- Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. |
| 2. Use Sources | - Locate and evaluate sources appropriate to the rhetorical situation.  
- Read, comprehend, and summarize an argument from a complex piece of writing.  
- Analyze, evaluate, and respond to an argument from a complex piece of writing.  
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.  
- Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation. |
| 3. Craft Logical Arguments | - Generate a controlling idea or thesis.  
- Provide clear and logical evidence, support, or illustration for their assertions.  
- Choose appropriate and effective organizing methods, employing effective transitions and signposts.  
- Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes |
| 4. Apply Language Conventions | - Use dictation, tone, and level of formality appropriate to audience, purpose, and situation.  
- Apply the conventions of Standard English grammar, spelling, and mechanics. |
| 5. Formulate Effective Writing Strategies | - Develop flexible strategies for generating, revising, editing, and proofreading their writing.  
- Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation. |

<table>
<thead>
<tr>
<th>Oral Communication:</th>
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<tbody>
<tr>
<td><strong>In oral communication:</strong></td>
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</table>
| 1. Respond to Rhetorical Situations | - Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations.  
- Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals.  
- Recognize when others do not understand the message and then manage those misunderstandings.  
- Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others. |
| 2. Use Sources | - Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose.  
- Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.  
- Synthesize and integrate others' ideas purposefully and ethically into their own communication. |
| 3. Craft Logical Arguments | - Select an appropriate and effective medium for communicating.  
- Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts. |
| Scientific and Quantitative Reasoning Committee | Scientific: Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions. |
| Scientific and Quantitative Reasoning Committee | Quantitative: Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions. |
| Scientific and Quantitative Reasoning Committee | 1. Represent mathematical, and quantitative information symbolically, graphically, numerically, and verbally. |
| Scientific and Quantitative Reasoning Committee | 2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation. |
| Scientific and Quantitative Reasoning Committee | 3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics. |
| Scientific and Quantitative Reasoning Committee | 4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness. |

<p>| Critical Analysis and Logical Thinking Committee | Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes. |
| Critical Analysis and Logical Thinking Committee | 1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes: recognizing various types of arguments, analyzing components of arguments, and formulating good arguments, including a significant focus on inductive reasoning as outlined below: |
| Critical Analysis and Logical Thinking Committee | - Identify the presence of arguments, as distinguishable from explanations, illustrations, descriptions, or creative works. |
| Critical Analysis and Logical Thinking Committee | - Identify the components of an argument (premises/evidence and conclusion/thesis) and demonstrate an understanding of the relationship between these components. |
| Critical Analysis and Logical Thinking Committee | - Identify different types of reasoning (e.g., generalization, analogy, induction, deduction, and “reasoning to the best explanation”). |
| Critical Analysis and Logical Thinking Committee | 2. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole as outlined below: |
| Critical Analysis and Logical Thinking Committee | - Distinguish fact from opinion. |
| Critical Analysis and Logical Thinking Committee | - Examine works in order to identify distinct elements, patterns, and their interrelationships and express their significance. |
| Critical Analysis and Logical Thinking Committee | 3. Demonstrate competence in identifying assumptions, assessing the quality and reliability of sources of evidence, and learning the criteria for evaluating the success of each kind of inference as outlined below: |
| Critical Analysis and Logical Thinking Committee | - Assess the reliability, reasonableness, and perspective of the sources of evidence. |
| Critical Analysis and Logical Thinking Committee | - Identify their own assumptions and minimize confirmation (“my-side”) bias while considering viewpoints other than their own. |</p>
<table>
<thead>
<tr>
<th><strong>Continuing Learning/Information Literacy Committee</strong></th>
<th>Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.</th>
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<tbody>
<tr>
<td><strong>Scientific Knowledge/Understanding Committee</strong></td>
<td>Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.</td>
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<tr>
<td><strong>Historical Knowledge/Understanding Committee</strong></td>
<td>Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.</td>
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<tr>
<td><strong>Social Phenomena Knowledge/Understanding Committee</strong></td>
<td>Students will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</td>
</tr>
<tr>
<td><strong>Appreciation of the Aesthetic and Ethical Dimensions of Humankind Committee</strong></td>
<td>Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</td>
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</tbody>
</table>

- Apply criteria for evaluating the success of each kind of inference
- Draw together disparate claims into a coherent whole in order to arrive at well reasoned and well-supported inferences that can be justified as a conclusion as outlined below:
- Develop and present an integrated, well-reasoned, and well-supported independent interpretation of ideas based on appropriate evidence and methodology.

1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.
2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).
3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work.
4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.

1. Communicate using appropriate scientific terminology.
2. Use representations and models to communicate scientific knowledge and solve scientific problems.
3. Plan and implement data collection strategies appropriate to a particular scientific question.
4. Articulate the reasons that scientific explanations and theories are refined or replaced.
5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it.

1. Interpret and differentiate types of historical sources including popular, academic, primary, and secondary.
2. Recognize ever-changing interpretations of history.
3. Examine the development of societies in national and/or international contexts.
4. Explain the influence and agency of race, class, gender, and other perspectives on historical events.
5. Describe the impact of the past on subsequent events, including the present.
6. Examine the complex, dynamic, and interrelated nature of change.

1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.
2. Describe different theories and research methods used to investigate social phenomena.
3. Recognize ethical issues pertaining to social contexts and phenomena.
4. Explain issues of diversity within and across cultures.
5. Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).

1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts.
2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts.
3. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture.
4. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression.
5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art.
| Appreciation of the Aesthetic and Ethical Dimensions of Humankind Committee | Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems. | 1. Respond critically to ethical issues.  
2. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them.  
3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence.  
4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view. |
## Proposed Core

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<tbody>
<tr>
<td>1</td>
<td><strong>Eng. 101</strong> Composition</td>
<td>3 credits</td>
</tr>
<tr>
<td>2</td>
<td><strong>Math 100 or higher</strong> (college level)</td>
<td>3-4 credits</td>
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</table>
| 3 | **Arts and Humanities:**  
   Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) | 3-4 credits |
|   | 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) |   |
| 4 | Choose one from:  
  - **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:  
  - **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:  
  - **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)  
  - A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements:  
    - Continued Learning/Info Literacy  
    - Scientific Knowledge  
    - Scientific Reasoning  
    - Social / Behavioral Science  
    - Historical Knowledge  
    - Written Communication II  
    - Oral Communication | 3-4 credit |

*Students must take at least one course in the Gen Ed core which meets a diversity requirement.*

**Total:** 21-25 credits
CSCU One College Associate Degree Programs

**Career Program Option A**
- **60 – 62 Credits Total**
  - Program Courses: 39 – 41 Credits
  - Minimum Gen Ed Core: 21 Credits

**Career Program Option B**
- **60 – 62 Credits Total**
  - Program Courses: 20 – 41 Credits
  - Optional Gen Ed: ≤ 19 Credits
  - Minimum Gen Ed Core: 21 Credits

**Transfer Program Option A**
- **60 – 62 Credits Total**
  - Program Courses: 30 – 32 Credits
  - Required Gen Ed Core: 9 Credits
  - Minimum Gen Ed Core: 21 Credits

**Transfer Program Option B**
- **60 – 62 Credits Total**
  - Program Courses: 20 – 32 Credits
  - Optional Gen Ed: ≤ 10 Credits
  - Required Gen Ed Core: 9 Credits
  - Minimum Gen Ed Core: 21 Credits