

Framework for Community College Designated Transfer Degree Program Requirements

Section A – (24-25 credits) Designated Competencies

- 2 courses in Written Communication (6 credits)
- 1 course in Scientific Reasoning and 1 course in Scientific Knowledge and Understanding; at least 1 of these courses must include a lab (6-7 credits)
- 1 course in Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra) (3 credits)
- 1 course in Historical Knowledge/Understanding (3 credits)
- 1 course in Social Phenomena Knowledge/Understanding (3 credits)
- 1 course in Aesthetic Dimensions (3 credits)

Section B – (6 credits) Designated Competencies - 2 courses (to be decided at the local level) selected from among the following with no more than 1 course in each competency area:

- Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra)
- Historical Knowledge/Understanding
- Social Phenomena Knowledge/Understanding
- Aesthetic Dimensions
- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section C – (0 credits) Embedded Competencies – Any competency area below that has not been addressed in Section B, must have all of its outcomes embedded in the curriculum and must be included in assessment. How these outcomes are embedded will be determined at the local level.

- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section D – (0 credits) Embedded Competencies - Must be embedded

- Written Communication (in addition to the designated courses in Section A)
- Ethical Dimensions (embedded only)

Explanatory information for the TAP Framework

The diversity found in the unique general education cores of the ConnSCU institutions is valued; therefore a homogeneous common design is not required. This framework leaves significant latitude to the discretion of faculty at the local level. Below are guidelines to assist in understanding the proposed framework:

- I. Background and terminology
 - a. **Competency Areas** – The competency areas transcend traditional department designation. For example, it is conceivable that a course that meets the learning outcomes for the Historical Knowledge and Understanding competency may be a course in history, anthropology, political science, etc., as designated by each institution. There are 11 competency areas as follow:

Competency Areas	Credits	Section A All must be Designated	Section B 2 must be designated	Section C Must be Embedded (unless Designated in Section B)	Section D Must be embedded
1. Written Communication	(6)	X			X
2. Oral Communication	(0-3)		X	X	
3. Scientific Reasoning	(6-7)	X			
4. Scientific Knowledge and Understanding One course must include a lab		X			
5. Quantitative Reasoning	(3-6)	X	X		
6. Critical Analysis/Logical Thinking	(0-3)		X	X	
7. Continuing Learning/Information Literacy	(0-3)		X	X	
8. Historical Knowledge/Understanding	(3-6)	X	X		
9. Social Phenomena Knowledge/Understanding	(3-6)	X	X		
10. Appreciation of Aesthetic Dimensions of Humankind	(3-6)	X	X		
11. Appreciation of Ethical Dimensions of Humankind	(0)				X

- b. **Learning Outcomes** – Each competency area has a goal and measurable learning outcomes (separate documentation). Rubrics are being developed to guide institutions in assessment.
- c. **Designated Competency course** – A course that assesses all of the learning outcomes for a competency area (Sections A and B).
- d. **Embedded Competencies/courses** – An embedded competency area is one that is addressed within a course without being the primary focus of the course. An embedded competency course will include at least one learning outcome (but may include as many as all learning outcomes) for a competency area. All of the learning outcomes of an embedded competency must be met; this means that they will typically be spread over more than 1 course. Redundancy of learning outcomes in multiple courses across the curriculum is encouraged in order to improve student learning through multiple exposures to material.

- II. Explanation of Framework
 - a. Section A – This section requires 24-25 credits (variability due to potential additional credits for science laboratory courses) of designated competency courses as outlined in the Framework.
 - b. Section B – This section requires 6 credits of designated competency courses. Each CC will select 2 competency areas from among the 7. The designation of these 6 credits will be the same for all transfer degree programs from that institution. If an institution selects Oral Communication as 1 of the 2 competency areas, any course that meets the learning outcomes for that competency area will be accepted. This provides the latitude for a general oral communication course, business communication, etc.
 - c. Section C - Oral Communication, Critical Analysis/Logical Thinking, and Continuing Learning/Information Literacy must either be selected in Section B or be embedded in Section C.
 - i. Example 1 – Institution selects Oral Communication and Social Phenomena in Section B. In order to satisfy Section C, Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking must be embedded.
 - ii. Example 2 - Institution selects Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking in Section B. In order to satisfy Section C, Oral Communication must be embedded.
 - d. Section D
 - i. Written Communication must be embedded in addition to being designated in two written communication courses in Section A. At minimum one Written Communication learning outcome must be addressed in one course.
 - ii. Ethical Dimensions may not comprise a designated course; it must be embedded. All Ethical Dimensions learning outcomes must be met.
- III. Additional important information
 - a. Students at all ConnSCU institutions will demonstrate competency in the foundational skills and content areas outlined by the Board of Regents (BOR) in the Transfer and Articulation Policy (TAP) Implementation Plan, based on New England Association of Schools and Colleges (NEASC) Standard 4.
 - b. All CC programs that are designated as ConnSCU transfer programs will develop *one* 30 credit transfer core based on the framework that will be utilized for all its transfer degree programs.
 - c. Connecticut State Universities (CSUs) and Charter Oak State College (COSC) have 42-48 credits in their general education programs. All CSUs and COSC will accept the 30 credit cores from CC designated transfer program graduates and will apply the credits to specific requirements of their general education programs (not as open electives). The remaining 12-18 credits will be outlined so that it will be clear what remains to be completed in the general education programs. Some of these courses may be completed at the CCs.
 - d. This is a work in progress. There will be many challenges along the way, but it is the assumption of the Steering Committee that all are working toward a coherent system that serves students, employers, and the citizens of the state of Connecticut.

Competency Area	Goal	ConnSCU students completing the 30 credit General Education Core will be able to:
Written Communication in English	Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	<p>1. Respond to Rhetorical Situations</p> <ul style="list-style-type: none"> • 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. <p>2. Use Sources</p> <ul style="list-style-type: none"> • 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. <p>3. Craft Logical Arguments</p> <ul style="list-style-type: none"> • 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. <p>4. Apply Language Conventions</p> <ul style="list-style-type: none"> • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Apply the conventions of Standard English grammar, spelling, and mechanics. <p>5. Formulate Effective Writing Strategies</p> <ul style="list-style-type: none"> • 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.
Oral Communication in English	Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.	<p>1. Respond to Rhetorical Situations</p> <ul style="list-style-type: none"> • 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. <p>2. Use Sources</p> <ul style="list-style-type: none"> • Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose. • Synthesize and integrate others' ideas purposefully and ethically into their own communication. • Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. <p>3. Craft Logical Arguments</p> <ul style="list-style-type: none"> • Select an appropriate and effective medium for communicating. • Provide clear and logical evidence, support, or illustration for their assertions. • Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts. <p>4. Apply Language Conventions</p> <ul style="list-style-type: none"> • Use diction, tone, and level of formality appropriate to audience, purpose, and situation. • Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and

		<p>designated audience.</p> <p>5. Formulate Effective Communication Strategies</p> <ul style="list-style-type: none"> • Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation. • Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly. • Revise and rehearse speeches before delivery. • Work collaboratively with others, including managing discussion, tasks, and information.
Quantitative Reasoning	<p>Quantitative:</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Represent mathematical and quantitative information symbolically, graphically, numerically, and verbally. 2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation. 3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics. 4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness.
Scientific Reasoning	<p>Scientific:</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes. 2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction. 3. Represent scientific data symbolically, graphically, numerically, and verbally. 4. Interpret scientific information and draw logical references from representations such as formulas, equations, graphs, tables, and schematics. 5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness.
Critical Analysis and Logical Thinking	<p>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.</p>	<ol style="list-style-type: none"> 1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments 2. Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning. 3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole. 4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference. 5. Synthesis: 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.
Continuing Learning/ Information Literacy	<p>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.</p>	<ol style="list-style-type: none"> 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.
Scientific Knowledge/	<p>Students will gain a broad</p>	<ol style="list-style-type: none"> 1. Communicate using appropriate scientific terminology.

Understanding	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.	<ol style="list-style-type: none"> 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.
Historical Knowledge/ Understanding	Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.	<ol style="list-style-type: none"> 1. Identify and differentiate types of historical sources including popular, academic, primary and secondary. 2. Recognize ever-changing interpretations of history. 3. Place the development of societies in national and/or international contexts. 4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, 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.
Social Phenomena Knowledge/ Understanding	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.	<ol style="list-style-type: none"> 1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. 2. Summarize different theories and research methods used to investigate social phenomena. 3. Explain 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).
Appreciation of the Aesthetic Dimensions of Humankind	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.	<ol style="list-style-type: none"> 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 Ethical Dimensions of Humankind	Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.	<ol style="list-style-type: none"> 1. Recognize and reflect critically on ethical issues. 2. Apply appropriate concepts and terminology in identifying ethical problems and 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.