

TAP Core Competencies Steering Committee Meeting Minutes
July 27, 2012
Middlesex Community College

Present: L. Doninger (chair), D. Weiss, S. Gusky, R. Flanagan, B. Donohue-Lynch, K. Klucznik, E. Steeves, R. Picard, K. Larsen, S. Steiz, S. Fagbemi, J. Shafer, M. Jackson, Elle Van Dermark, F. Coan

1. Call to Order: The meeting was called to order by L. Doninger at 10:05 a.m.

2. Approval of July 20 Minutes: The committee agreed to include the charge of Work Group One, listed in the July 6 minutes, in the July 20 minutes, which were then approved.

3. Announcements: Those present discussed the clarification of the steering committee's charge provided by Drs. Levinson and Nunez, as well as some of the ramifications (both positive and negative) of the TAP. The key function of the steering committee is to create a core of thirty credits of general education coursework that will be common to all community college transfer degrees and will be accepted by the four CSU institutions as well as COSC. The main goal of the TAP is to facilitate transfer between the two-year and the four-year institutions.

4. Subcommittee Reports: The committee discussed the revised learning outcomes submitted by the Continuing Learning subcommittee. One committee member expressed some concern over the information literacy portion of the outcomes, believing they might be made more explicit and specific. The committee then approved the revised outcomes, with one member abstaining.

5. Rubrics: Those present briefly discussed how best to advise and direct the subcommittees on the creation of assessment rubrics. It was agreed that a subcommittee, tentatively titled Work Group Three and composed of S. Steiz (chair), R. Picard, E. Van Dermark, K. Klucznik, B. Donohue-Lynch, and F. Coan, would work on this matter and present a template and set of recommendations to the full committee on August 3.

6. Framework Discussion: The committee examined and debated a revised version of the Group One compromise framework proposal. A motion was made and seconded to adopt the framework. A protracted discussion ensued about the pros and cons of embedding competencies in courses as opposed to designating courses that will satisfy competency requirements.

The committee achieved consensus on (but did not formally approve) the following points:

- Written communication and oral communication will be listed as separate competencies in the completed framework (pending approval by the Written and Oral Communication subcommittee).

- The common core will include a mixture of designated and embedded courses.
- While some competencies will be linked to designated courses only, others may be fulfilled through the completion of either one designated course or two embedded courses.
- In cases where a competency may be fulfilled through the completion of either one designated course or two embedded courses, each ConnSCU institution will have discretion to decide between using designated courses or adopting embedded courses.
- A student who requires two embedded courses at a two-year institution in order to fulfill a competency will need to complete both of said courses in order to transfer the competency to a four-year institution (unless the four-year institution requires only a single designated course that the student completed at the two-year school).

7. Adjournment: The meeting adjourned at 2:07 p.m.

8. Next Meeting (Tentative): August 3, Middlesex Community College, time TBA.

Respectfully Submitted,

Francis Coan