



CT State Community College Curriculum Alignment

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Curriculum Alignment: Background

As we move forward with the Board of Regents vision to create a single “dynamic community college that leverages talents and resources and focuses on helping students attain their individual educational goals while responding to community and state needs,” (BOR, June 2018) the CT State Division of Academic Affairs continues to work with faculty, staff, and administrators across the colleges to:

- ❖ Establish a common General Education curriculum that balances the differing needs of transfer and career programs and is more efficient for students to navigate
- ❖ Align curricula to provide common, comprehensive, and consistent high-quality degree and certificate programs that preserve existing accreditations and signature offerings
- ❖ Implement Guided Pathways and Achieving the Dream strategies to improve student success and reduce equity gaps in attainment

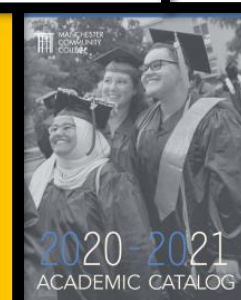
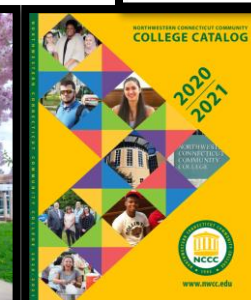
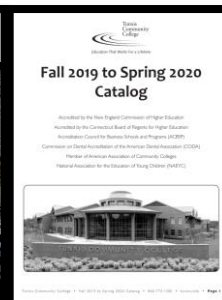
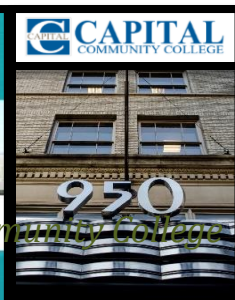
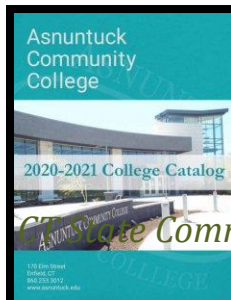
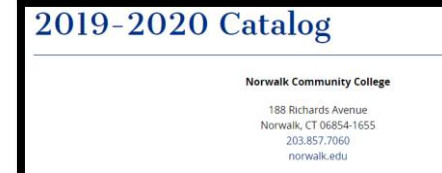
A single set of clearly mapped requirements for each academic program and a common General Education core will enable students to enroll in courses at any of our campuses without concerns about course transfer or conflicting program requirements.

Students will continue to be able to pursue a variety of career, transfer, and personal development options intentionally designed to meet students where they are and support them in achieving their goals.

Curriculum Alignment: Scope

Currently, we have 12 colleges and 12 catalogs with approximately...

- ❖ 650 Associate Degrees & 350 certificates
 - Including programs with the same name, but different requirements
- ❖ 4000+ Courses
 - Including courses with the same number, but different names, descriptions, pre-requisites, and/or outcomes
- ❖ 12 different versions of General Education requirements (1000+ courses)
- ❖ Differing Academic Policies



Curriculum Alignment: Goals

One College, One Catalog

All curriculum is CT State curriculum

- ❖ Singular versions of all Degree and Certificate Programs
 - Programs & Certificates with the same name have the same requirements for all students
 - Each program has a single graduation audit
 - Options within programs allow for specialized training
 - All degree programs include the general education core and student success course approved by the Board of Regents
- ❖ One single list of Courses statewide
 - Eliminates duplicate courses, prerequisite differences, credit and transfer issues
 - Courses with the same number have the same name, description, pre-requisites, contact/credit hours, and learning outcomes
- ❖ A common 21-credit General Education core for all degree programs
 - Competency based requirements embedded in a discipline framework
 - Aligned with Framework30 for CSCU transfer programs
- ❖ Consistent Academic Policies

Curriculum Alignment: Outcomes

CT State Common Programs

Faculty use existing approved programs to design one, single version of degrees and certificates or, in the case of programs that have both career and transfer tracks, two versions with some common courses.

- ❖ Faculty review and design common learning outcomes for each CT State program
- ❖ Program outcomes are based on the skills and knowledge desired by program advisory boards of industry experts and employers, accrediting agencies, and/or bachelor level program outcomes
- ❖ Program outcomes are measurable, assessable, and are directly linked to the course outcomes in the program
- ❖ Degree programs include the CT State General Education core and student success course (CCS 101)
- ❖ Degree programs may include electives or specialized options

Curriculum Alignment: Outcomes

CT State Common Programs with Designated Electives

CT State programs may include up to 15 credits of designated electives:

- ❖ With up to 15 credits of electives in a degree program, campuses can continue to offer courses aligned with faculty expertise and local workforce or transfer needs (e.g., choose 15 credits from a list of Computer Science electives)
- ❖ All courses that can be used to fill the elective are listed as fulfilling the degree
- ❖ The program has a single graduation audit

Curriculum Alignment: Outcomes

CT State Common Programs with Differentiated Options

There may be defined concentration options for students under a parent program. For example, Business may offer an option in Marketing and another in Entrepreneurship (e.g., Business: Marketing Option).

- ❖ There are single common versions of each of these options and a clear rationale for the need for the options is provided
- ❖ This rationale addresses the workforce needs that are met by the various options that could not be met within a common program
- ❖ Option requirements allow students to demonstrate the common program learning outcomes upon completion of the option
- ❖ Options are limited to a maximum of 15 credits of differentiation
- ❖ Each option has its own graduation audit and the option completed is identified on a student's diploma

Curriculum Alignment: Outcomes

CT State Singular Programs

Singular programs are those currently in existence at only one of the 12 colleges. An example is the Northwestern CT CC Interpreter Training program. This could also include programs developed to serve workforce needs specific to a region or agreement (e.g., NCC Computer Science and IBM).

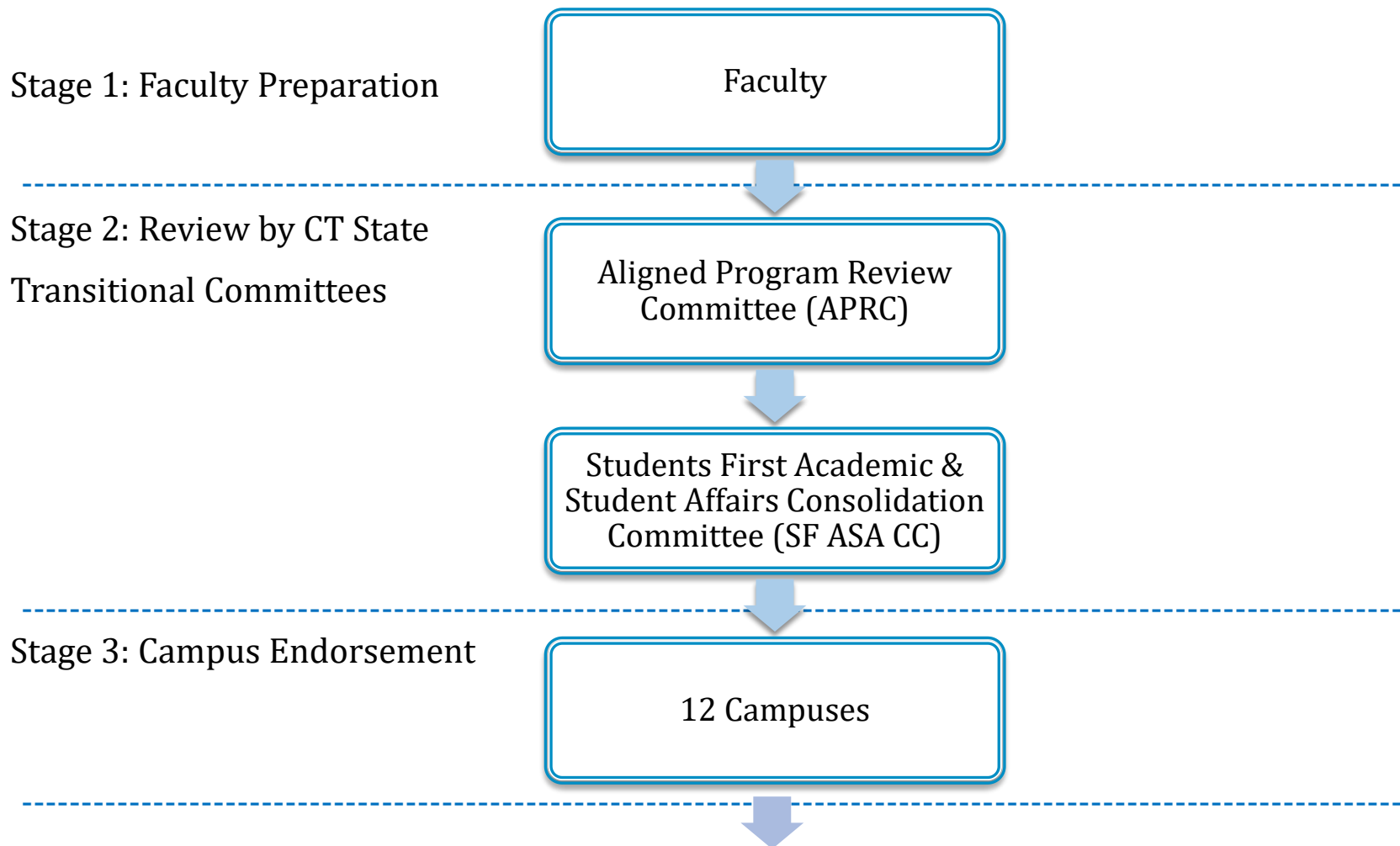
- ❖ These programs, by default, do not require “alignment”.
- ❖ However, singular programs still need to be approved by the BOR for CT State and associate degrees must include the CT State General Education core and student success course
- ❖ This becomes the program of record for CT State

Curriculum Alignment: Outcomes

CT State Common (100%) Courses

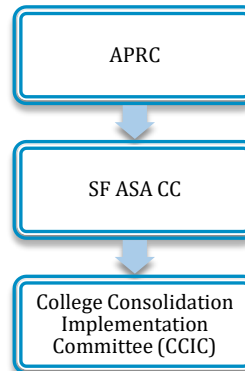
- ❖ Each course has one single catalog listing and official curriculum record
- ❖ Faculty align existing commonly numbered courses to have common names, descriptions, learning outcomes, credit/contact hours, prerequisites, and so on. For example, there is only one version of the General Psychology I course and the psychology faculty created it from existing versions of the course
- ❖ In cases where similar courses exist that have the same or similar outcomes, the courses should be considered for alignment into one course or the outcomes revised to clearly demonstrate the differences between the courses
- ❖ Course learning outcomes are clear and measurable (e.g., use Bloom's outcomes) and aligned with program outcomes
- ❖ Course prerequisites decisions are data informed whenever possible
- ❖ Course prerequisites provide a foundation for student success in the course; students are expected to use their prerequisite knowledge in the course

Curriculum Alignment: Process Overview

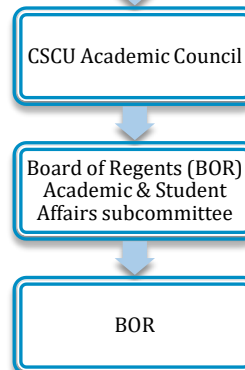


Curriculum Alignment: Process Overview

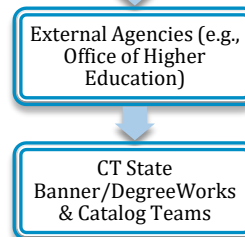
Stage 4: Follow-up by CT State
Transitional Committees



Stage 5: CSCU Notification &
BOR Approval



Stage 6: Implementation



Curriculum Alignment: Sample Timelines

- ❖ Approval of aligned curricula is a lengthy process
- ❖ As shown in the table...
 - the work has had numerous starts and stops
 - it can take up to 10 months from the time faculty complete an initial proposal draft for that proposal to move through the full process
 - timelines have to account for periods when faculty are off-contract
- ❖ You can use the dates here to extrapolate when your own program would be approved by the BOR based on the date you anticipate finalizing your proposal

Stage in Process	Tasks	Completed	Completed
Stage 1: Proposal Preparation	Faculty work groups charged with alignment work	Nov. 2018; March 2019; Nov 2019	
	At the urging of Union Leadership, faculty withdraw from curriculum alignment work	Dec 2020 – March 2020	
	Faculty invited to join/rejoin alignment work; All disciplines/programs assigned an alignment manager	May 2020 - present	
	Faculty complete draft templates for aligned curriculum	09/30/20	12/31/2020
	All program/discipline faculty invited to review and revise aligned curriculum	11/30/2020	2/28/2021
Stage 2: Review by CT State Transitional Committees	APRC review of curriculum	12/31/2020	3/31/2021
	SF ASA CC	1/31/2021	4/30/2021
Stage 3: Campus Endorsement	Campus endorsement	2/28/2021	5/31/2021
Stage 4: Follow-up by CT State Transitional Committees	APRC review of endorsement votes & feedback	3/31/2021	9/30/2021
	SF ASA CC	4/30/2021	10/31/2021
	CCIC	5/31/2021	11/30/2021
Stage 5: CSCU Notification & BOR Approval	Academic Deans Council	6/30/2021	12/31/2021
	BOR-ASA	6/30/2021	12/31/2021
	BOR	6/30/2021	12/31/2021
Stage 6: Implementation	OHE (and accrediting agencies)	TBD	TBD
	CT State Banner/DegreeWorks & Catalog teams	TBD	TBD

Curriculum Alignment: Detailed Process

Goals & Guiding Principles

- ❖ Align existing associate degrees, certificates, and courses to create a single set of high-quality and comprehensive curricular offerings for CT State Community College
 - CT State Catalog is live in Fall 2022
 - Backend technology builds begin as early as Summer 2021
- ❖ Faculty are at the center of the work; they assume responsibility to maintain the integrity of their curriculum by working with colleagues across all campuses to align degrees, certificates, and courses within their discipline/program
- ❖ Aligned curricula “provide a common and consistent high-quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements (BOR, June 2018)”
- ❖ Courses with the same subject designator and number have the same name, course description, learning outcomes, credit and contact hours, etc.
- ❖ Degree and certificate programs with the same name have the same outcomes and required courses
 - Program coordinators may designate electives or offer distinct options within a common degree
 - All degree programs include the CT State General Education core and student success course (CCS 101)
- ❖ Recognizing that curriculum may have impacts beyond the immediate program/discipline in which it was aligned, the alignment protocol includes an endorsement process that allows all faculty to have a voice in determining the curriculum for CT State
- ❖ All CT State degree programs and certificates must be approved by the Board of Regents

Curriculum Alignment: Detailed Process

Program Endorsement

- ❖ The purpose of endorsement is to...
 - keep college communities apprised of the aligned curriculum being recommended for CT State
 - provide college communities the opportunity to submit feedback that might strengthen a program before it goes to the Board for approval
- ❖ Aligned programs have been...
 - developed and reviewed by full-time discipline and program faculty
 - reviewed by a CT State transitional curriculum committee that is 75% full-time faculty
 - recommended for campus endorsement by a representative body, the SF ASA CC
- ❖ Feedback is critical for decision-making
 - Decisions to move a program forward are based on a thorough consideration of the substantive feedback provided rather than a simple count of yes and no votes
 - A single “no” response could send a program back to faculty for revision if accompanied by feedback highlighting a critical flaw or error

Curriculum Alignment: Detailed Process

Role of Faculty

- ❖ Faculty work with their discipline/program colleagues to draft their aligned curricula and document their proposals on templates created by the SF ASA CC
- ❖ Faculty are supported in their work by a CT State Curriculum Alignment Manager
- ❖ In cases where these initial drafts are developed by only a subset of all the faculty within the program/discipline area, the remaining program/discipline faculty are invited to review and assist in revising the proposals
- ❖ Once the templates are finalized by the faculty, they are brought forward to the CT State Community College transitional curriculum committee, the Aligned Program Review Committee (APRC)
- ❖ Faculty continue oversight of their aligned curriculum (e.g., review and approve catalog page proofs, submit any curricular revisions, assure programs are consistent with Guided Pathways principles and that students can seamlessly transition from an existing program to the aligned program, develop advising and marketing materials, and so on)

Curriculum Alignment: Detailed Process

Role of CT State/Students First Committees

- ❖ APRC reviews all aligned curricular proposals for consistency with alignment guidelines.
 - Proposals that meet all requirements are forwarded to the SF ASA CC.
- ❖ SF ASA CC approves courses to move forward to the College Consolidation Implementation Committee (CCIC) and approves degree and certificate proposals to be distributed for campus endorsement.
- ❖ Programs up for endorsement are brought forward to each campus by the campus representative to the APRC.
 - If the campus does not have APRC representation, proposals may be forwarded by the Academic Dean, CEO, or other designee as determined by the campus leadership
- ❖ APRC representatives collect the votes and feedback for their campus.
- ❖ The results and rationales from all campuses are reviewed by the full APRC.
- ❖ APRC, based on review of the votes and the feedback, submits a recommendation to the SF ASA CC to:
 - move a proposal forward to the BOR for approval, or
 - send a proposal back to program/discipline faculty for further review and revision if feedback revealed objections to the content of the proposal
- ❖ APRC recommendations include a written summary of the votes and feedback and this feedback is included with the associated proposal in all subsequent steps.
- ❖ The APRC co-chairs request that proposals for programs moving forward be added to the consent agenda for the next available SF ASA CC meeting.
- ❖ The SF ASA CC chair requests that proposals for programs moving forward be added to the consent agenda for the next available CCIC meeting.

Curriculum Alignment: Detailed Process

CSCU, BOR, External Agencies, and CT State Administration Role

- ❖ At the recommendation of the CCIC, proposals are forwarded to:
 - the CSCU Academic Council for notification
 - the Academic and Student Affairs subcommittee of the BOR for review and initial approval
 - the full Board for final approval.
- ❖ If the BOR approves a proposal, the program becomes part of the curricular offerings of CT State College.
- ❖ Relevant program information for approved programs is forwarded to:
 - the Office of Higher Education and other external agencies as required
 - the CT State Banner and Catalog teams to begin the Banner and Catalog builds.
- ❖ If the BOR does not approve a proposal, the proposal is returned to the APRC and the discipline/program faculty for further review and revision.

Curriculum Alignment: Detailed Process

Role of Campuses

- ❖ Each CT Community College, following locally-determined procedures, reviews and votes on the proposed programs.
- ❖ Proposals are brought forward to each campus by the campus representative to the APRC
 - If the campus does not have APRC representation, proposals may be forwarded by the Academic Dean, CEO, or other designee as determined by the campus leadership.
- ❖ APRC representatives collect votes and feedback from their campus and submit these to the APRC.
- ❖ Campuses have approximately one month to submit votes and feedback
 - This may require changes or additions (e.g., special sessions) to current campus meeting schedules.
- ❖ Campuses may vote *yes* or *no* or may abstain from voting on the proposal.
 - A *yes* vote signifies that the campus has no objections to the content of the proposed program. Feedback is encouraged, but not required
 - A *no* vote signifies that the campus has identified objections to the content of the proposed program. Such objections must be submitted in writing along with any recommended remedies.
 - An abstention signifies that the campus declines to vote *yes* or *no* in response to the proposed program. Feedback regarding the proposal is encouraged, but not required.
- ❖ Individual campus members may provide individual feedback to their APRC representative or submit feedback through the curriculum alignment website.
- ❖ APRC reviews all votes and feedback. Decisions to move a program forward are based on a thorough consideration of the substantive feedback provided rather than a simple count of *yes* and *no* votes

Curriculum Alignment: Detailed Process

Role of the CT State Curriculum Alignment Team

- ❖ Led by the interim Associate Vice President (AVP) of Academic Programs and Curriculum and the SF ASA CC chair
- ❖ Includes the CSCU AVP of Academic Affairs and full-time faculty who have volunteered to serve as Curriculum Alignment Managers
- ❖ Oversees all alignment work and is available to fully support faculty throughout the alignment process, from initial drafting to final catalog production.
- ❖ Responsible for keeping relevant stakeholders in CT State and CSCU Academic Affairs apprised of all approved CT State curricula
- ❖ Responsible for notifying all parties, including the BOR, of any curricular revisions during the timeframe from initial BOR approval to implementation at the opening of CT State Community College.

Curriculum Alignment Team

Team Leads

- ❖ Francine Rosselli (frosselli-navarra@manchestercc.edu)
- ❖ Mike Stefanowicz (mstefanowicz@commnet.edu)

Alignment Managers

- ❖ Sue Barzottini (sbarzottini@mcc.commnet.edu)
- ❖ Marsha Bryant (mbryant@ccc.commnet.edu)
- ❖ Diane Clokey (dclokey@acc.commnet.edu)
- ❖ Nancy LaRoche-Shovak (nlaroche-shovak@mcc.commnet.edu)
- ❖ Kim Sorrentino (ksorrentino@gcc.commnet.edu)

CSCU Liaison

- ❖ Ken Klucznik (kklucznik@commnet.edu)

Curriculum Alignment & You

- ❖ Many faculty are already involved in alignment work
 - In Summer 2020, approximately 30 faculty received funding and additional faculty volunteered without pay
 - In Fall 2020, even more faculty assumed responsibility for the alignment of their curriculum as part of their program coordinator duties or additional responsibilities
- ❖ The APRC met monthly in Fall 2020
 - Approved 13 degree and certificate programs in November and December
 - Scheduled to meet twice per month for Spring 2021
 - Agendas for Spring APRC meetings are filling quickly
- ❖ Please consider joining us now if you would like to have a voice in determining the CT State curriculum for your discipline or program
 - Contact any member of the Alignment Team to express your interest or ask questions
 - Volunteer online at <https://www.ct.edu/curriculum> (just click the **VOLUNTEER** button)

***We look forward to working with you to transition
your curriculum to CT State!***

Curriculum Alignment Resources

- ❖ Curriculum drafts & proposals
 - <https://www.ct.edu/curriculum>
- ❖ Alignment templates and checklists
 - <https://www.ct.edu/curriculum>
- ❖ Work group charges
 - <https://www.ct.edu/consolidation/groups>
- ❖ Relevant policies
 - <https://www.ct.edu/gp/policies>
 - <https://www.ct.edu/regents/policies>