

PROGRAM CONSOLIDATION GUIDELINES FOR DISCIPLINE WORK GROUPS

Goals:

“The vision of Students First is to create a 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. The goals of the proposed community college consolidation are as follows:

To create a CIHE-NEASC (NECHE) accredited community college with 12 campuses and clear and consistent practices and procedures. With a common General Education curriculum and degree programs with one set of requirements, a single, academically integrated College will provide a consistent, high quality higher education across Connecticut and enable students to take courses on different campuses without concerns about course transfer or conflicting program requirements.”

(Quoted from the Students' First)

Each campus location is encouraged to meet the unique needs of its community. Guidelines for creating new programs and offering common programs at a new location and for developing courses unique to one or a few particular campus locations will be decided by the one college curriculum committee (which will be established by the Governance Workgroup).

Common Programs Charge:

Each discipline work group will develop one, single version of a program or, in the case of programs that have both career and transfer tracks, two versions with some common courses. Discipline workgroups will review and design common learning outcomes for each common program which will be based on skills and knowledge desired by program advisory boards of industry experts and employers (for career programs) or bachelor level program outcomes (for transfer programs).

These common learning outcomes should be measurable, assessable, and be directly linked to the course outcomes in the program.

Programs may include common program electives: Up to 15 credits of electives in a common program would allow each campus to schedule courses aligned with faculty expertise and local workforce or specific transfer needs, (e.g., Choose 15 credits from Criminal Justice electives). All courses that can be used to fill the elective should be listed as fulfilling the degree.

The graduation audit would be the same for all campuses for the common programs.

The single consolidated program for each discipline (common programs) will go to the SF ASA CC for review and then to the colleges for endorsement. Following the TAP procedure, colleges that do not endorse the program will need to provide their rationale. The endorsement decisions and feedback are brought to the SF ASA CC. The SF ASA CC may, based on the feedback from the college(s) that did not endorse the program, send the program back to the discipline work groups/committees for modification, or they may decide that the program meets the consolidation guidelines and move the program forward to the BOR.

Common Program Process:

Programs currently offered at, or potentially offered at more than one campus:

Each common program working group will consist of representation from all colleges. Workgroups may decide to create subgroups to address program options. For example, Business may wish to

form Accounting or Marketing subgroups for these career programs or options. These programs may be consolidated into two separate programs, a career program and a transfer program.

Program Types:

TAP Programs

For disciplines that only have a TAP degree: Develop a single program. Review learning outcomes for corresponding bachelor's degree programs at CSUs and develop program outcomes which will ensure student performance at the entering upper division bachelor's degree level.

Ensure that all courses required by the program allow students to achieve the noted program and/or general education outcomes.

Section B is to be made common through the work of the Framework and Implementation Review Committee (FIRC) and the colleges. FIRC will work with the General Education working group and will determine how the new General Education requirements including the FYE course, will fit into the Framework 30. Work on section B should ensure that requirements allow students to demonstrate the noted general education outcomes.

When the program allows for a choice of courses to fulfill a requirement (.e.g., "choose one of the following courses"), all variations in course options for the requirements should be listed in full.

In some cases, there may be a need for more than one transfer program (i.e.: agreements to UConn or other colleges and universities), but each group should work with receiving institutions to determine if the TAP program will be accepted by the receiving institutions. BOR policy of 3/26/2015 states: "Every effort should be made for articulation agreements to match to CSCU TAP transfer degrees."

The goal is to limit the number of similar transfer pathways to lessen confusion for students.

Common programs (Differentiated options)

Defined option versions of programs: For some programs, there may be concentration options for students under a parent program. For example, Criminal Justice may offer an option in law enforcement and another in sentencing (e.g., Criminal Justice: Law Enforcement Option) There should be single common versions of each of these options and a clear rationale for the need for the options should be provided. This rationale should address the workforce needs that are met by the various options that could not be met within a common program. The options are limited to a maximum of 15 credits of differentiation.

Option requirements must allow students to demonstrate the common program learning outcomes upon completion of the option.

Programs currently offered at single colleges (Unique programs)

Programs currently existing as the only version of a program. An example would be 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 are, by default, already consolidated. There is no need to create a common version, as it is the only program that exists.

The General Education core for these programs will need to be modified, Guided Pathways principles will be integrated into the program, and a Guided Pathways Program Map will be developed.

There may be challenges with a few programs such as Earth Science and Environmental Studies, which, in some cases, differ enough to be considered separate programs. Faculty from these disciplines will decide if the programs are unique or if they need to develop distinct options.

Unique programs would be the basis for a future common program for the one college.

NEW Programs

New programs that are developed for the one college will be the default common program.

Common Course Alignment:

All common courses in any given discipline need to have common learning outcomes and prerequisites, e.g., the biology group is responsible for aligning learning outcomes and prerequisites for Anatomy and Physiology I.

In cases where similar courses exist that have the same or similar outcomes, the courses should be considered for consolidation into one course or the outcomes should be revised to clearly demonstrate the differences between the courses. For example, MAT 136, MAT 137, and MAT 138 have nearly identical outcomes across the colleges and so the Math faculty can decide to combine them into one course or decide to change the outcomes to make the differences evident.

Common Course Alignment Process:

Course consolidation requires that there is representation from every college that offers the course. Colleges that do not offer the course are welcome to participate as is appropriate. The decisions on course consolidation will be made by the faculty members who teach in the discipline. Colleges that only have adjuncts teaching the course will be given the opportunity for their adjuncts to review the course and provide feedback if they cannot participate in the working group.

Common Course outcomes and prerequisites will be developed. Course learning outcomes should be clear and measurable (e.g., use Bloom's outcomes). Course learning outcomes should align with program outcomes. Course prerequisites should provide a foundation for student success in the course, and prerequisite decisions should be data informed whenever possible. Students should be expected to use their prerequisite knowledge in the course.

The instructional methods used, assignments, and course assessments will remain at the discretion of the instructor. Departments, as they do now, can decide on common assignments or assessments. Textbook decisions will remain at the discretion of the department and/or instructor depending on campus/ department policies.