

UNIVERSITY OF CONNECTICUT
IMPLEMENTATION GUIDELINES
COMMON CURRICULUM
FOR LEADERSHIP AND GLOBAL CITIZENSHIP

13 October 2022

Goals of the Common Curriculum

The Common Curriculum provides academic breadth with a set of intellectually rigorous and challenging courses that foster skills and attributes associated with leadership and global citizenship. The purpose of the Common Curriculum is to ensure that all University of Connecticut undergraduate students have experiences with different ways of knowing and many kinds of knowledge beyond career preparation, so that they enter society and their professions with a strong sense of moral, ethical, and social responsibility.

The Common Curriculum for Leadership and Global Citizenship was approved by the University Senate on February 28, 2022, contingent on the approval of a set of implementation guidelines that lay out a blueprint for the Common Curriculum implementation.

Throughout the document we refer readers to relevant sections of the Budget Committee's Fiscal Impact Statement.

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I. Guiding Principles for Implementation and Assessment

- *Focus on equity-minded and inclusive teaching and learning*
- *Maintain a responsible pace* that is the appropriate mix of urgency, energy, genuine innovation, and deliberation. The goal is to have the Common Curriculum ready to launch in Fall 2025.
- *Respect* the work that has gone into the previous General Education course development, including leveraging existing courses that will fit with reasonable revisions while maintaining a commitment to the new vision.
- Design to *build trust and buy-in university-wide*. Significant revisions to large-scale systems require everyone pulling in the same direction. The implementation of a new general education program must focus on finding the fault lines in the plan as approved and determining how to incorporate faculty, staff, and students to resolve issues and inspire confidence in the new structure.
- *Be transparent*: Build in a consistent communication system that keeps everyone in the curriculum pathway – faculty, students, and staff in units, departments, colleges, and schools, those serving on university committees, and external partners – “in the know.”
- *Be inclusive*: While transparency is necessary, ensuring that all actors—faculty, staff, administrators, admissions officers, advisors, and others—who are centrally implicated are regularly consulted (for example, chairs of school/college curriculum committees, regional campus partners, staff from relevant non-academic units, and partners from the CT Community Colleges). The implementation process should intentionally build university-wide ownership and understanding of the Common Curriculum over time.
- *Be sensitive to available resources*: Implementation of the Common Curriculum will take a range of resources: financial, social, human, temporal, material. This also involves attending to the larger burden on some units (e.g., CLAS, Office of the Registrar) than others, and ensuring that regional campuses are included in authentic ways.
- *Continually assess and adapt*: Implementation must be informed by relevant data and analyses concerning, among other things, the resources it takes, the time it takes, how well things are going, where glitches are encountered. Periodic reviews should be conducted to assure that disciplines are equally represented across the inter- and cross-disciplinary courses being proposed and reviewed.
- *Commit and support*: Commit now to providing the time, resources, and work to see this vision through without short-changing it.

II. Recommendations

A. Recommendation 1: Common Curriculum Committee Plus

The current bylaws empower the General Education Oversight Committee (whose name will be changed to the Common Curriculum Committee (CCC)) with responsibility to monitor courses, review curriculum, and propose policy. The current voting members are faculty, one undergraduate student, and one graduate student. Because implementation involves both courses/curriculum and understanding the organizational challenges of the implementation, we propose that CCC be supplemented with additional representation to form a CCC Plus:

- Faculty members who teach General Education/Common Curriculum courses
- Faculty members from regional campuses
- Undergraduates
- School and College Curricula and Courses Chairs or their designees
- Senate Curricula and Courses Committee Chair or their designees
- Office of the Registrar representative
- Admissions and Transfer Admissions representative
- Advising and Enrollment Office representative

The additional members of CCC Plus will be voting members. The size of the CCC Plus should not become unwieldy. The Senate Nominating Committee will oversee selection of additional representatives in consultation with the CCC, Senate C & C, and SEC.

The CCC Plus should also regularly consult with a larger group that would include representatives of:

- Honors Program
- Institute for Student Success
- Early College Experience
- Global Affairs
- Outreach and Engagement
- CETL
- Graduate students
- Connecticut Community Colleges

In the spirit of the general principles of building trust and university-wide buy-in, as well as transparency and inclusiveness, consultation should be consistent and authentic. The anticipated core tasks of the CCC Plus are briefly described in Section C below, and further elaborated in Appendix A.

After the Common Curriculum is launched, CCC Plus will return to membership as described in the By-Laws for GEOC.

B. Recommendation 2: Identify Faculty Navigators and a Faculty Assessment Fellow

The process of revising existing courses and developing new courses will be facilitated by Faculty Navigators who will be selected based both on their knowledge of schools and colleges and their knowledge of specific TOIs. Faculty Navigators will be selected from full-time faculty teaching in undergraduate curricula by nomination of their peers or self-nomination, selection by SEC, and/or recommendation of their departments. Faculty Navigators will guide, inform, and facilitate Common Curriculum course design and implementation within the respective schools and colleges, serve as liaisons and advocates with CCC Plus, and collaborate in the design of faculty and course development activities (see Recommendation 4). Faculty Navigators will:

- Become fully familiar with the Common Curriculum vision.

- Provide curriculum development resources and guidance to faculty and department/school/colleges.
- Encourage and stimulate creative thinking about course revision and creation consistent with the spirit of the Common Curriculum.
- Monitor progress during the development phase of the implementation and provide feedback to CCC Plus and Senate C&C.
- Liaise with faculty, departmental and college C&C committees, CCC Plus, and Senate C&C.

Faculty Navigators will not serve as gatekeepers, and they will not add an additional layer of curriculum oversight prior to submission to CCC Plus. Their role is advisory, providing support and resources and facilitating communication.

Departments will receive an annual stipend for each Faculty Navigator and will plan with the Navigators for their preferences re: the use of the funding (course release, summer salary, research funding, are a few examples). CCC Plus will have discretion to reassign Navigators depending on the needs of supporting university-wide curriculum reform (see Fiscal Impact Statement 2).

Assessment will be crucial to guiding implementation of the Common Curriculum and to assessing whether its outcomes align with its curricular vision. One Faculty Assessment Fellow should also be selected to attend to the Common Curriculum in particular and coordinate with the university's Assessment Fellows and New England Commission of Higher Education (NECHE) assessment activities in general (see Fiscal Statement 4).

The CCC Plus will work with the colleges and departments to support the development of nomination processes for Faculty Navigators that fit the specific and varied needs of the colleges and six TOIs. Selection of Faculty Navigators will begin with identifying 10-12 (as well as one Faculty Assessment Fellow); during the first year of implementation, the CCC Plus will work with the initial pool of navigators to delineate Faculty Navigators' roles and responsibilities (e.g., how to work with faculty at different levels of intensity, communicating with CCC Plus about challenges and issues associated with the role and with implementation). This initial year will provide more clarity on how Navigators should participate in implementation, how many Navigators are needed, and in what areas. Based on lessons learned, if additional Navigators are necessary, up to eighteen may be identified.

C. Recommendation 3: Streamline the Course Approval Process

Gearing up to implement the new Common Curriculum will take several years during which time the previous General Education Curriculum needs to be maintained, existing courses that can be revised to align with the new Common Curriculum need to be identified and revised, and new courses need to be developed.

Cross-university discussions during the development of the new Common Curriculum highlighted issues with the curriculum approval process that have long needed attention. Of particular concern

is the issue of how to streamline the process of curriculum approval in ways that maintain rigor but eliminate redundancy. To this end, we recommend the following:

C1. Maintaining the General Education Curriculum (spring 2023-summer 2025)

- The immediate suspension of alignment tasks within the existing General Education system, with the exception of W and Q courses
- The immediate suspension of approvals for new courses for the existing General Education system, with the exception of W and Q courses
- The appointment of one point person for each content area in the existing General Education curriculum to coordinate any course changes (revisions, deletions, etc.) that needs attention until the current General Education system is fully replaced with the new Common Curriculum.

C2. Creating a Streamlined Process for Identifying, Revising, and Approving Existing General Education Curriculum Courses for the Common Curriculum

- The creation of an **expedited process** for existing General Education courses that will be revised for the new Common Curriculum. Any expedited process will ensure that courses meet standards for accessibility and assessment, as well as maintain documentation of how TOI criteria were considered in the approval process for each course. Preservation of this “paper trail” will help to ensure that future changes to these courses will maintain their alignment with the curriculum.
- Two illustrative possibilities include
 - CCC/Senate C&C review existing General Education courses to determine clear and obvious fits into the Topics of Inquiry in the Common Curriculum, and then present departments with a slate of "pre-approved" courses. The department then review the slate and vote to approve some or all of these courses to fit the pre-approved TOI designations. This process would require that departments supply syllabi that (1) articulate learning outcomes that can be aligned with TOIs and relevant competencies and (2) describe assessments that are appropriate for the learning outcomes.
 - Departments identify existing general education courses that fit pre-approved TOI designations, again using syllabi that articulate learning outcomes and aligned assessments in sufficient detail.
- Increasing the efficiency of the curriculum process, while maintaining its rigor and quality, will require careful design informed by the experiences of faculty and staff who have participated in the current processes. Below we recommend the creation of an Ad Hoc Streamlining Committee (see C3) to detail the pros and cons of different approaches/models.

In any case, streamlining approval would also entail:

- a streamlined application for approval that identifies how existing courses align with TOIs and promote competencies
- fully developed syllabi, which include information on accessibility, aligned assessments, grading scales and information on how grades are determined, and course objectives
- Collaboration between the CCC Plus and School/College C&Cs to streamline the review of each department's pre-approvals. This process may differ across schools and colleges but the use of consent agendas and/or bulk-presentations of courses could mitigate the labor expended by these busy curricular bodies.
- CCC Plus review
- Senate C & C would consider these course applications using consent agendas or other means of grouping course approvals

C3. Create an Ad Hoc Streamlining Committee

Senate C & C and CCC Plus should create an ad hoc committee to propose a streamlined process that builds on the experience of both committees and eliminates redundancies. The ad hoc committee should gather insight from various stakeholders who understand the history of creating the current process and the experiences of faculty, staff, and students involved. This proposal should be made to the Senate by Fall semester 2023.

D. Recommendation 4: Invest in Faculty and Course Development

Central to Common Core implementation are tasks that involve faculty and course development, as well as nurturing cross- and inter-disciplinary collaborations. While it is premature to stipulate what form these investments should take, the university has considerable experience in using competitions for course development, seminars and institutes for faculty development and collaboration, and symposia as means for nurturing innovation, cross-disciplinary collaboration, and faculty learning. CCC Plus will work together with the Senate C & C, CETL, and SEC to explore the best portfolio of activities to support course revision and development, and faculty development and collaboration. Possible activities include bootcamps, institutes, symposia, conferences, and grant competitions (see Fiscal Impact Statement 3, 4, 7, and 8).

Many of the existing General Education courses can be revised for inclusion in the Common Curriculum. For courses that are already designed to be inter- and cross-disciplinary, as well as to engage students in inquiry and dialogue, these revisions might be relatively straightforward. Additionally, many courses in Environmental Literacy may be readily aligned.

For other courses, faculty and departments might reach out to colleagues in other departments to build upon and extend an existing course. To ensure that the implementation process builds productively on the careful curricular work that has gone into the approximately 1000 existing General Education courses, a pool of money will be available each year as incentives for the review and revision of existing courses. The details of how the incentives will be structured will be determined by the CCC Plus, in consultation with Senate C & C and SEC. Departments would be invited to apply for funding ranging between \$1000 and \$30,000 to support course revision (see Fiscal Statement 3).

E. Recommendation 5: Conduct an Analysis of the Administrative Needs for Facilitating and Supporting the Implementation of the Common Curriculum

In addition to streamlining the curriculum approval process, a second organizational feature that needs to be addressed is administrative support for the University curriculum (this includes CCC, Senate C & C, and UICC) and Senate more generally. There is a general consensus that more administrative support is needed, but it is premature to make specific recommendations about staffing levels and partitioning of responsibilities. Determining the appropriate job description, level, and hours will require an analysis of the roles of the current actors who will bear responsibility for the implementation of the Common Curriculum. In addition to the faculty, advisors, and administrators who will do the work within departments, schools, and colleges, and who serve on university-wide committees, four people currently collaborate in the work of CCC Plus and the Senate C & C (see Appendix B for a description of current responsibilities):

1. The GEOC/CCC Plus chair, a faculty member who serves one three-year term.
2. One half time Administrative Support 2 for GEOC and Senate C & C.
3. One full time Senate Administrative Support 4.
4. The Senate C & C chair, a faculty member who serves a one-year term.

We recommend that the Senate Executive Committee conducts an analysis of the current organization and distribution of work across these actors and the demands of implementing the new Common Curriculum (in the short- and long-term) to determine what shifts in administrative support and leadership are necessary to fully support the new Curriculum. This analysis will help define duties, reporting lines, etc. In consultation with HR, the appropriate classification level can be established. The analysis would also produce a proposed streamlined organizational chart of the relevant Senate committees.

However, work on the implementation needs to begin immediately and requires expansion of dedicated personnel. In the short-term, the work of CCC Plus and Senate C & C will increase substantially as course revisions and new course proposals are submitted for review and approval in a timely fashion, and this will require finding a reasonable stop-gap measure that supports administrative program support positions, CCC, and Senate C & C. We propose that the current half time position is temporarily expanded to one full time position for the time necessary for the Senate Executive Committee to conduct its analysis. This full-time position would support CCC Plus and the Senate C & C (see Fiscal Impact Statement 1).

We also note that workloads will expand both up and downstream from the work of CCC Plus and Senate C & C. College/department curriculum committees will experience increased workload, especially in units that bear significant responsibility for the Common Curriculum. The Registrar's Office will also experience increased workload as course numbers are changed and added, and course titles are added and altered (as well as course descriptions).

III. Core Implementation Tasks

At least eight core tasks are involved in responsibly preparing for and implementing the Common Curriculum. The CCC Plus may reformulate this list or expand it. We offer these in anticipation of the work of everyone involved in putting the Common Curriculum into place. An expanded list of these core tasks is provided in Appendix A; an example timeline for the implementation of these tasks is suggested in Appendix C.

1. Temporary maintenance of the current system
2. Revision of existing General Education Courses (see Fiscal Impact Statement 3)
3. New course development (see Fiscal Impact Statement 4, 7, and 8)
4. Communication both with schools/colleges about additional Common Curriculum requirements and marketing Common Curriculum to students (see Fiscal Impact Statement 6)
5. Development of tools and capacity building
6. Streamlining the bureaucracy
7. Ongoing assessment and evaluation (see Fiscal Impact Statement 5)
8. Course alignment (upon rollout of Common Curriculum, approximately Fall 2030)

Work on these tasks should be informed by available data such as the number of existing General Education courses (and subgroups by Content Area and competency), the number of General Education courses that are processed in a typical year, and the number of transfer students each year. Not only is this information critical for implementing the Common Curriculum, making this information available would help the entire university understand the scope of the task.

IV. Timeline and Resource Implications

A range of resources will be necessary to successfully transition to and implement the Common Curriculum. These include:

1. Human capital (e.g., Faculty and (potentially) Student Navigators, professional development for faculty, advisors, staff; administrative support, etc.)
2. Social capital (building more intentional and extensive integrated teams, increased trust in/understanding of/buy in)
3. Material, space, and infrastructure resources (new forms, streamlined processes, ways to check for balance of what disciplines are represented in the cross- and interdisciplinary work within TOIs, etc.)
4. Financial resources (supports, release time, incentives, etc.)
5. Time

Although the timeline will be determined and periodically revised by CCC Plus, an example is laid out in Appendix C, presuming the launch of the Common Curriculum in the 2025-26 Undergraduate Catalog. The timeline enumerates many (but not all) of the tasks involved in implementation: redesigning student orientation, ensuring sufficient sections of the Common

Curriculum on all campuses, ensuring sufficient sections of the General Education Curriculum (which some students will be completing), creating new forms for course creation and revision, building advisement reports, and the like. The timeline also enumerates the kinds of resources necessary for these tasks. While it is too early to specify changes in classroom space, the Common Curriculum's emphasis on inquiry and dialogue may entail space issues as the new curriculum emerges.

APPENDIX A EXPANDED LIST OF CORE IMPLEMENTATION TASKS

Charge to the CCC Plus Committee

- Formulate an action plan based on a clear understanding of university processes involved in the maintenance of current General Education curriculum while tackling the tasks entailed in preparing the launch of the Common Curriculum.
- Attend to the curricular stream/pathway, anticipating and attending to upstream and downstream communication, challenges, intended and unintended consequences.
- Assess the workload burden on various actors and make recommendations regarding issues of compensation (time, money, assistance)
- Consider any changes necessary in the organization of committees empowered with oversight of the University curriculum
- Consider tools that might be developed for supporting the effort (revision of the Delta website, FAQs, repository of sample courses, TOI, and literacy objectives, see Appendix)
- Determine appropriate structure and procedure for development and approval of Themes, promotion and communication of available Themes to students, and coordination with Registrar
- Determine future outcomes in terms of research, grants, collaborations (budgetary ROI potential)
- Determine how to manage increased interactions with the community, how projects are identified, and the creation and maintenance of ethical partnerships that are mutually beneficial
- Maintain on-going communication/consultation with stakeholders internal and external to the university

At least eight core tasks are involved in responsibly preparing for and implementing the Common Curriculum. The CCC Plus may reformulate this list or expand it. We offer these in anticipation of the work of everyone involved in putting the Common Curriculum into place. Because there will continue to be concern about the Common Curriculum as well as a rise in the need for inter- and cross-disciplinary partnerships to support course development, it will be important to design all of this work in ways that builds trust, buy-in, and collaboration. A timeline for the implementation of these tasks is suggested in Appendix D.

A. Temporary Maintenance of the Current System

1. Review of course revision and intensive session requests.
2. Assessment of the Q competency that was previously begun
3. Oversight of other issues about general education/undergrad education (e.g., accessibility)

B. Course Revisions and Approvals for Existing General Education Courses

1. Estimates of how many courses will initially be needed

2. Review and revisions or deletions of existing General Education courses for the Common Curriculum
3. Development and implementation of an expedited process for existing courses
4. Articulation agreements with community colleges and other institutions that provide many transfer students aligning outside courses with the TOIs and competencies
5. Consultations with CETL, Service-Learning staff, and others to enhance the use of high leverage teaching and learning practices

C. New Course Development

1. Alignment with Common Curriculum Guidelines
 - a. TOIs and competencies
 - b. High leverage teaching and learning practices (e.g., service learning)
2. Consultations with CETL, Service-Learning staff, and others to enhance the use of high leverage teaching and learning practices

D. Communication with Schools and Colleges about Additional Common Curriculum Requirements and Marketing of Common Curriculum

1. Colleges determine additional Common Curriculum requirements
2. Designing website, videos, blogs, and other materials for communicating with potential students
3. Designing materials for faculty and staff development and buy in
4. Supporting staff in assisting in the creation of integrated systems for offering and tracking Common Curriculum credits and adherence

E. Development of Tools and Capacity Building/Professional Development

1. Advisor materials, supports, and professional development
2. Faculty and graduate students support and professional development for the use of high leverage teaching and learning practices, and the integration of competencies
3. Student materials and supports (websites, FAQs, guidance documents, etc.)
4. Communication by the CCC Plus with the broader university community
5. Nurturing more inter-, cross-, and transdisciplinary work University-wide that resonates with TOIs

F. Streamlining the Bureaucracy

1. Work with CCC Plus and Senate C & C to reorganize the committee work to accommodate the new vision of the Common Curriculum. This would include:
 - subcommittees for the TOIs and literacies
 - the creation of an expedited review for courses that have already been developed and require fewer adjustments to fit the Common Curriculum vision
 - the creation of new CAR forms that align with the TOIs and literacies
 - Potentially consolidating the approval process

G. Ongoing Assessment and Evaluation of the Common Curriculum

1. Annual assessments of course balance across TOIs, competencies, and disciplines participating
2. Establish a process for revising Common Curriculum Guidelines document in light of its use and anticipated/unanticipated flaws, challenges, and inconsistencies
3. Assessment of whether outcomes of Common Curriculum met the goals as described
4. Other

H. Course Alignment

1. Ongoing alignment of the new system will commence five years after it has been in place.

APPENDIX B

STAFF AND FACULTY RESPONSIBILITIES FOR COMMON CURRICULUM

Note: Here we describe the workload/responsibilities of faculty and administrative staff with regards to curriculum in the current system. However, we refer to GEOC/CCC Plus to acknowledge the transition to new acronyms and (temporary) committee membership.

1. The GEOC/CCC Plus chair is a faculty member who serves one three-year term. Responsibilities include management of GEOC/CCC Plus meetings, coordination of all CCC Plus functions, communication with the University community about the General Education Curriculum, and recognizing and responding to the changing needs of the University concerning the General Education Curriculum. Because of the unusually demanding nature of this position, the chair is given 50% release time and is provided with administrative support.
2. A half time Administrative Support 2 provides administrative support to the GEOC/CCC Plus and Senate C & C, supervising two undergraduate student workers who are employed between 8-10 hours a week. Responsibilities include: Communicating and liaising with relevant stakeholders at all UConn campuses about policies and procedures for course revision, creation, and deletion; coordinating regular GEOC/CCC Plus and Senate C&C meetings and activities; managing data and records for all GEOC/CCC Plus and Senate C&C courses and initiatives; coordinating major projects like assessment, alignment, and course grants; and drafting reports (including annual reports) for GEOC/CCC Plus and Senate C&C activities.
3. The Senate Administrative Support 4 manages the day-to-day affairs of the University Senate. This position works to ensure that the SEC Chair and Senate Committees carry out the business of the Senate thoroughly and efficiently. The Senate Administrator helps the SEC Chair prioritize their time, provides critical information to the SEC and Senate committees, and brings together those essential to various discussions. Responsibilities also include planning and completing work relative to all functions in the Senate's portfolio including short and long-term goals and projects; fiscal and resource management; communications; website management; supervision of student administrative specialists; directing and contributing to the work of Senate committees; and engagement with colleagues of all levels. This position also oversees the university-wide Course Action Request form system and coordinates the business of the University Interdisciplinary Courses Committee. The two administrative support positions are intertwined.
4. The Senate C & C chair is a faculty member who serves a one-year term. Responsibilities include management of University Senate C & C meetings; preparing legislation within the jurisdiction of the Senate on course requirements for general education of all undergraduate schools and colleges, UNIV, 1000 and 2000 levels, and other courses as designated in the by-laws; coordinating with GEOC/CCC Plus chair and Senate Executive Committee; and participating in various committees relevant to the undergraduate General Education/Common Curriculum.

**APPENDIX C
SAMPLE TIMELINE FOR COMMON CURRICULUM IMPLEMENTATION**

NOTE: TO BE FLESHED OUT IN FURTHER DETAIL BY CCC PLUS

DATE	TASKS	RESOURCE IMPLICATIONS
<p>Fall 2022/Spring 2023</p>	<p>Senate Nominating Committee</p> <ol style="list-style-type: none"> 1. Selection of additional CCC Plus members 2. Selection of Ad Hoc Streamlining Committee <p>SEC</p> <ol style="list-style-type: none"> 1. Conduct analysis of administrative support needs for implementation over time <p>Ad Hoc Streamlining Committee, CCC Plus, and Senate C & C</p> <ol style="list-style-type: none"> 1. Convenes for a planning retreat/begins work 2. Propose a process for the (potential) revision and review of XXX existing courses¹ 3. Design the expedited review process <ol style="list-style-type: none"> a. Create new forms b. Create new instructions for submitters and Department, College/School Curriculum, and CCC/University C and C Committees c. Redesign CCC subcommittees for expedited review 4. Design the review process for new Common Curriculum courses <ol style="list-style-type: none"> a. Streamline the process b. Create new forms c. Create new instructions for submitters and Department, School/College, and EOC/University C and C Committees 	<p>Time</p> <ol style="list-style-type: none"> 1. SEC 2. CCC Plus 3. Administrative Program Support 4. Senate C & C members 5. Registrar’s Office staff 6. Department, school, and college curriculum committee members 7. Ad Hoc Streamlining Committee 8. Senate Nominating Committee <p>Financial</p> <ol style="list-style-type: none"> 1. Administrative Program Support 2. Student labor 3. CCC Chair stipend

¹ There are approximately 1000 existing General Education Courses. The revision of existing courses and creation of new ones should be staged to allow for the substantial time necessary to do a piece of organizational work this large. It may be appropriate to plan for approximately 300 courses a year to go through the curriculum review process.

	<p>CCC Plus</p> <ol style="list-style-type: none"> 1. Convenes for a planning retreat 2. Map existing content area courses to TOIs (note that the Qs and Ws are not changing) 3. Identify areas of need given the mapping exercises 4. Ongoing Q assessment <p>CCC Plus and Senate Nominating Committee</p> <ol style="list-style-type: none"> 1. Create Faculty Navigator job description in consultation with departments/colleges <ol style="list-style-type: none"> a. Post job description and solicit nominations 2. Select Navigators and provide professional development <p>Departments, Schools, and Colleges</p> <ol style="list-style-type: none"> 1. Departments, schools, and colleges reviewing the implications of the new Common Curriculum for their majors, including mapping existing courses on to TOIs <p>Registrar’s Office</p> <ol style="list-style-type: none"> 1. Start building the advisement report out for the next three years (including test runs with the advisors). With this, guidance regarding catalog year assignments /changes and how to decouple catalog years between Common Curriculum and major requirements (for students who start traditional general education earlier but then change into a new major or come from a CT Community College). 	
<p>Spring 2023</p>	<p>CCC Plus</p> <ol style="list-style-type: none"> 1. Build out a website with information about which classes are 	<p>Time</p> <ol style="list-style-type: none"> 1. CCC Plus 2. Administrative Program Support

	<p>being aligned with what TOI so advisors can begin to see the new requirements take shape; begin developing a list of themes; develop a feedback form.</p> <p>2. On-going coordination with Admissions and Registrar’s Offices</p> <p>Departments, Schools, and Colleges</p> <p>1. Faculty Navigators work with departments to propose revisions to existing courses and/or proposals for new courses</p> <p>2. Schools and colleges determine any additional Common Curriculum requirements</p> <p>CCC/Senate C & C</p> <p>1. Expedited review of existing courses</p> <ul style="list-style-type: none"> a. Department b. School/College c. CCC/University C and C d. Coordination with transfers office and ECE <p>2. Review of new courses</p> <ul style="list-style-type: none"> a. Department b. School/College c. CCC/University C and C d. Coordination with transfers office and ECE <p>3. Provost competition for course proposals in areas of need</p> <p>4. Complete Q Assessment</p> <p>Registrar’s Office</p> <p>1. Build out the advisement report (including test runs with the advisors).</p>	<p>3. CCC/Senate C & C members</p> <p>4. Registrar’s Office staff</p> <p>5. Department, school, and college curriculum committee members</p> <p>Financial</p> <p>1. Administrative Program Support</p> <p>2. Student labor</p> <p>3. CCC Chair stipend</p> <p>4. Faculty Navigators</p> <p>5. Provost Competition</p>
<p>Summer 2023</p>	<p>Faculty</p> <p>1. Course development sponsored by Provost competition</p>	<p>Financial</p> <p>1. Administrative Program Support</p> <p>2. Student labor</p>

	<p>Administrative Program Support</p> <p>1. Assessment of balance of approved courses re: TOIs and competencies</p>	
Fall 2023	<p>CCC Plus</p> <p>1. Build out a website with information about which classes are being aligned with what TOI so advisors can begin to see the new requirements take shape; list of themes.</p> <p>2. Identify on-going areas of need</p> <p>3. Coordination of Advising Deans/Directors to review School/College policies and proactive consideration of how best to manage exceptions, if/how catalog year changes will be managed</p> <p>4. On-going coordination with Admissions and Registrar's Offices</p> <p>Departments, Schools, and Colleges</p> <p>1. Faculty Navigators work with departments to propose revisions to existing courses and/or proposals for new courses</p> <p>CCC/Senate C & C</p> <p>1. Expedited review of existing courses</p> <ul style="list-style-type: none"> e. Department f. School/College g. CCC/University C and C h. Coordination with transfers office and ECE <p>2. Review of new courses</p> <ul style="list-style-type: none"> e. Department f. School/College g. CCC/University C and C h. Coordination with transfers office and ECE <p>3. Provost competition for course proposals in areas of need</p> <p>4. Complete Q Assessment</p>	<p>Time</p> <p>1. CCC Plus</p> <p>2. Administrative Program Support</p> <p>3. CCC/Senate C & C members</p> <p>4. Registrar's Office staff</p> <p>5. Department, school, and college curriculum committee time</p> <p>Financial</p> <p>1. Administrative Program Support</p> <p>2. Student labor</p> <p>3. CCC Chair stipend</p> <p>4. Eighteen Faculty Navigators</p> <p>5. Provost Competition</p>

	<p>Registrar's Office 1. Build out the advisement report (including test runs with the advisors).</p>	
Spring 2024	<p>CCC Plus 1. Build out a website with information about which classes are being aligned with what TOI so advisors can begin to see the new requirements take shape; list of themes. 2. Identify on-going areas of need 3. Coordination of Advising Deans/Directors to review School/College policies and proactive consideration of how best to manage exceptions, if/how catalog year changes will be managed 4. On-going coordination with Admissions and Registrar's Offices</p> <p>Departments, Schools, and Colleges 1. Faculty Navigators work with departments to propose revisions to existing courses and/or proposals for new courses</p> <p>CCC/Senate C & C 1. Expedited review of existing courses i. Department j. School/College k. CCC/University C and C l. Coordination with transfers office and ECE 2. Review of new courses i. Department j. School/College k. CCC/University C and C l. Coordination with transfers office and ECE 3. Provost competition for course proposals in areas of need 4. Complete Q Assessment</p> <p>Registrar's Office</p>	<p>Time 1. CCC Plus 2. Administrative Program Support 3. CCC/Senate C & C members 4. Registrar's Office staff 5. Department, school, and college curriculum committee members</p> <p>Financial 1. Administrative Program Support 2. Student labor 3. CCC Chair stipend 4. Sixteen Faculty Navigators 5. Provost Competition</p>

	1. Building out the advisement report (including test runs with the advisors).	
Summer 2024	<p>Transfers Office</p> <ol style="list-style-type: none"> 1. Begin reviews for transfer students <ol style="list-style-type: none"> a. generic shells b. routine review of transfer admission c. athlete reviews need to be done ahead of time <p>Advisors and CCC Plus</p> <ol style="list-style-type: none"> 1. Rules and requirements are needed to build out support for advisors <p>Faculty</p> <ol style="list-style-type: none"> 1. Course development from Provost competitions 	<p>Time</p> <ol style="list-style-type: none"> 1. Administrative Program Support 2. Registrar's Office 3. Advisors 4. Admissions Office <p>Financial</p> <ol style="list-style-type: none"> 1. Administrative Program Support 2. Student labor
Fall 2024	<p>CCC Plus</p> <ol style="list-style-type: none"> 1. Building out a website with information about which classes are being aligned with what TOI so advisors can begin to see the new requirements take shape; list of themes. 2. Identify on-going areas of need 3. Coordination of Advising Deans/Directors to review School/College policies and proactive consideration of how best to manage exceptions, if/how catalog year changes will be managed 4. On-going coordination with Admissions and Registrar's Offices <p>Departments, Schools, and Colleges</p> <ol style="list-style-type: none"> 1. Faculty Navigators work with departments to propose revisions to existing courses and/or proposals for new courses <p>CCC/Senate C & C</p> <ol style="list-style-type: none"> 1. Expedited review of existing courses 	<p>Time</p> <ol style="list-style-type: none"> 1. CCC Plus 2. Administrative Program Support 3. CCC/Senate C & C members 4. Registrar's Office staff 5. Admissions Office staff 6. Department, school, and college curriculum committee members <p>Financial</p> <ol style="list-style-type: none"> 1. Administrative Program Support 2. Student labor 3. CCC Chair stipend 4. 18 Faculty Navigators 5. Provost Competition

	<ul style="list-style-type: none"> m. Department n. School/College o. CCC/University C and C p. Coordination with transfers office and ECE <p>2. Review of new courses</p> <ul style="list-style-type: none"> m. Department n. School/College o. CCC/University C and C p. Coordination with transfers office and ECE <p>3. Provost competition for course proposals in areas of need</p> <p>4. Complete Q Assessment</p> <p>Registrar's Office</p> <ul style="list-style-type: none"> 1. Final draft of advisement report 2. Course forecasting 3. Prepping the schedules and proofs 4. Registrar's Office needs to know what classes that can be double dipped, course interaction information (requirements for the new approvals). 5. Creation of dynamic visual student-facing materials (beyond catalog) to illustrate Common Curriculum, provide purpose, show classes and opportunities, themes, etc. <p>Admissions Office</p>	
Spring 2025	<p>TO BE CONTINUED</p> <ul style="list-style-type: none"> 1. Advisor training for reading and understanding the Academic Requirements report, policies around catalog years 	<p>Time</p> <ul style="list-style-type: none"> 1. CCC Plus 2. Administrative Program Support 3. CCC/Senate C & C members 4. Registrar's Office staff 5. Department, school, and college curriculum committee members

		Financial 1. Administrative Program Support 2. Student labor 3. CCC Chair stipend 4. Eighteen Faculty Navigators 5. Provost Competition
Summer 2025	1. New Common Curriculum enters the 2025-26 Undergraduate Catalog	
Fall 2025		
Spring 2025		
Fall 2028	1. CCC Plus/University C and C reassesses the need for the expanded committees	
Fall 2030	1. Course alignment of Common Curriculum begins	