

Curriculum Discipline Groups (CDGs) Charge

The CSCU Board of Regents has recognized that Shared Governance is conceptualized as follows:

Consonant with the mission, vision, and goals of the CSCU System, the Board of Regents and the Faculty Advisory Committee recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions. [CSCU Website; Regents: Shared Governance Award]

Connecticut State Community College (“CT State”) is a student-centered institution and is committed to collaborative decision making through shared governance. The Shared Governance model for Connecticut State Community College will foster:

- A student-centered and equity-focused culture, which supports the development of the whole student, including learning inside and outside of the classroom
- A voice for all members of the college, including students, faculty, staff, and administrators
- Transparency and trust through clear communication
- Freedom to respectfully debate or disagree without fear of recrimination
- Representation from all campuses and constituencies
- Participatory decision making, with the acknowledgement that the legislated authority for all decisions rests with the Connecticut Board of Regents for Higher Education (BOR).

To honor the New England Commission on Higher Education (NECHE) standard that curriculum is the primary domain of faculty (3.15) and to maximize the ability to respond to industry needs and streamline the process of curriculum development in a timely manner, Curriculum Discipline Groups are the first major level of curricular review.

Charge:

The primary charge of the CT State Curriculum Discipline Groups (CDG) is to develop, revise, support, and advance proposals for new, modified, or discontinued curriculum including courses, programs, certificates, and degrees, through carrying out the following responsibilities:

1. Reviewing curricular proposals submitted to the CDG.
2. Providing feedback and suggested revisions to strengthen proposals.
3. Workshopping proposal language to ensure clarity.
4. Ensuring notification and conversation takes place among the applicable content faculty of the proposed curriculum discipline.

5. Voting on proposal advancement to the Campus Interdisciplinary Feedback and Administration Review (CIFAR) step.
6. Determining whether to incorporate feedback received from CIFAR review into the proposal. All substantive feedback must be either incorporated or responded to (see next item).
7. Providing a summary of concerns raised within the CDG and through CIFAR review (the latter of which must include a rationale for any feedback not being incorporated), to be posted publicly. This summary will ensure that those submitting feedback during CIFAR will have their views heard and will ensure that Curriculum Congress is informed of both majority and dissenting views.
8. Voting on proposal advancement to the Curriculum Congress step.
9. Engaging in discipline-level determination of competency-based equivalences to discipline courses through credit for prior learning including but not limited to: Advanced Placement (AP), College Level Examination Program (CLEP), challenge exams, industry recognized credentials, non-credit courses, American Council on Education (ACE) Equivalences, military equivalences, and portfolio assessment.

Membership of the Curriculum Discipline Groups will consist of:

Curriculum Discipline Group (CDG) membership is comprised of those teaching faculty who are subject matter experts/have expertise in their field.

Membership includes:

- All full-time faculty who teach in the discipline
- All full-time staff who have teaching or program coordinator responsibilities in the discipline as part of their duties in their job description
- When there are no full-time faculty who teach in the discipline, adjunct faculty who are subject matter experts, who have expertise in their field and/or are participating in program coordination, will be members of the CDG.
- The School Dean is an ex officio, non-voting member.

CDGs will have the option to elect to be represented by a Curriculum Discipline Council (CDC).

When this option is selected the following criteria for a CDC is enacted.

- Membership of a CDC is one elected member of the faculty per each campus that offers the course or program that the CDG represents.
- For programs that are externally accredited that require full time staff with teaching responsibilities to be part of the curriculum process. 2 members per campus that offers the course or program that CDG represents, one faculty and one program director.
- The School Dean is an ex officio member, non-voting member.
- The CDG delegates the responsibilities of #1- #9 listed above to the CDC, including voting on proposals for advancement to the CIFAR and Curriculum Congress.
- CDC must organize and present information to the CDG to allow for their feedback on fulfilling #1- #2.

- CDC must keep the CDG informed of proposals' progress throughout the curriculum approval steps.

Standard Operating Procedures should include:

- Each CDG should elect a chair from the voting members of the group as detailed above. For CDGs that elect to delegate responsibilities to a CDC, the CDG chair will also chair the CDC.
- Each CDG/CDC will utilize technology to support review and incorporation of feedback (i.e. Teams) as well as sharing agendas, minutes, and materials in a timely manner.
- CDG/CDC live meetings will be recorded for those who are unable to attend or are serving on multiple CDG/CDCs.
- Final votes for advancement of curriculum proposals shall incorporate absentee/asynchronous voting by the full membership of the CDG/CDC.
- CDG/CDC will be expected to follow College Senate's Guiding Principles, where relevant.
- CDG/CDC shall adopt and follow a set of parliamentary procedures appropriate for deliberative assemblies: this could include Robert's Rules of Order.

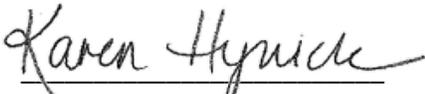
Curriculum Workflow/Process at CDG/CDC Level

- CDG/CDC Chair and School Dean receive a proposal from faculty member(s) having previously worked with School Dean and Curriculum Fellow to draft the proposal.
- CDG/CDC Chair and School Dean convene the CDG/CDC and share the proposal (these meetings may also include the Curriculum Fellow, if available). CDG/CDC can meet at any point during the month, as many times as needed.
- Proposal is reviewed and workshopped as needed.
- When ready, CDG/CDC chair holds a vote to advance, conditionally advance, or reject the proposal.
 - If advanced, the proposal moves to Campus Interdisciplinary Feedback and Administration Review (CIFAR).
 - If conditionally advanced, once the feedback is addressed and changes are made the proposal moves to Campus Interdisciplinary Feedback and Administration Review (CIFAR).
 - If rejected, the proposal is not moved forward and would require a new vote to advance, typically with needed changes incorporated.
- CDG/CDC Chair and/or School Dean forward any advanced proposals to the Curriculum Coordinator (currently Jennifer Green) for upload to curriculum software by the deadline for the next review phase (usually Monday after first Friday of the month).
- Over the next two weeks, the CDG/CDC Chair and School Dean may receive feedback from the Campus Interdisciplinary Feedback and Administrative Review.
- When there are no substantive changes requested or suggested during the Campus Interdisciplinary and Administrative Review period, any minor edits are made, and the proposal automatically advances to Curriculum Congress.
- When substantive* changes are requested or suggested, the School Dean and CDG/CDC Chair convene another meeting of the CDG/CDC (which may also include the Curriculum Fellow, if available).
- Each item of substantive feedback will be considered and voted on by the CDG/CDC. Vote options include:
 - Yes: Agrees to recommendations and makes changes.

- CDG may decide that the changes aren't likely to be contentious, or that likely concerns have already been received: new version advances directly to Curriculum Congress ("Green Light")
- CDG has the option to send the proposal back to Campus Interdisciplinary Feedback and Administrative Review for another month of feedback if they feel it is warranted ("Yellow Light")
- No: Disagrees with recommendations and must write a response (to be uploaded to curriculum software): original version moves to Curriculum Congress
- A proposer may always withdraw their proposal from the process at any time.
- CDG/CDC Chair and/or School Dean forward any advanced proposals to Curriculum Congress by the deadline (usually Monday after first Friday of the month) for the next review phase.

*Non-substantive changes as defined by Curriculum Congress include (but are not limited to) the following:

- Minor typos or clarification of ambiguous language
- Substitution of wording for learning outcomes to bring them in line with common practice as long as they do not alter the intent of the outcome or goal (excluding outside-accredited programs that require specific language in their SLOs)
- Correction of credit totals that do not correctly sum in original proposal
- Clarifications of (but not changes to) pre- and co-requisites
- Anything more than the above would generally count as a substantive change, at the discretion of the pertinent CDG Chair, School Dean and/or Curriculum Congress Chair.


Signature of the Acting Provost

10/17/25

Date