This table cross references the ACME Committee recommendations with the corresponding language in the executive summary draft and the policy draft of *Board of Regents Policy: Alignment and Timely Completion of Mathematics and English at Connecticut State Community College in fall 2023 and* to state the differences, if any, between those policy points and the recommendations made by the mathematics delegation of the ACME Committee. No attempt has been made to examine policy points that are specific to English or ESL courses.

ACME Rec. #	**ACME Committee Recommendation**	**BOR Draft Policy Document**	**Key Differences**
1	Participation in Transitional Programs will not negatively affect the student's eligibility for Debt Free College.	p. 1 All students are enrolled directly in college-level English and mathematics with supports to maximize success as needed Elimination of prerequisite developmental sequences	BOR proposes the elimination of stand-alone interventions, including at the transitional level.
		p. 9 the cost of all supports for the gateway, college-level, transferable English and mathematics courses will be absorbed into the general community college budget, noting that tuition/fees for all students may be affected by the need to cover the cost of these supports	Supports for these students must be absorbed by the community at large with no estimate of those costs.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
2	Modify the TAP and CSU mathematics transfer-level course policies to eliminate Intermediate Algebra as a necessary pre-requisite for articulation. Transferability will be based on student learning outcomes.	p. 1 Transfer of and applicability of mathematics courses is based on course outcomes alone and not on course prerequisites.	BOR does not specify transfer to CSU's. All CSU's to date have rejected such articulation. BOR does not specify revision to the TAP policy that states TAP math must have a pre-requisite of intermediate algebra
		p. 8 For programs that do not require algebra-based mathematics, algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer. Transfer is based on the outcomes of the college-level courses, and not on prerequisite requirements.	ACME agrees with WCSU in "the development of an alternate prerequisite/corequisite structure that allows students to study algebra in a context that is consistent with requirements within a chosen degree plan." ACME math maintains that math faculty determine necessary course content at all levels.
		p. 10 All mathematics pathway courses will be fully transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to these mathematics pathway courses will be deemed necessary for course transferability and applicability by any CSCU institution.	ACME maintains that CSCU stakeholders including math faculty and academic administrators will need to modify the policies regarding transferable math courses with a focus on defining articulation based on outcomes rather than pre-requisites. TAP/FIRC will need to modify the policies regarding transferable math courses. There are likely to be developed pathway courses for programs such as Culinary Art, Railroad, and/or Automotive which would

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
			not satisfy the General Education requirements at any baccalaureate institution.
3	Credential-seeking students complete their gateway mathematics course in the first year of enrollment (or 24 credits). Students are advised to enroll in mathematics courses continuously until they have completed their gateway course requirements.	p. 1 Maximize the probability that each student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one-year, or 24 credits, of initial enrollment	
		p. 8 To maximize the probability that each student will enter and complete, gateway, college-level, transferable coursework in English and mathematics within one-year, or 24 credits, of initial enrollment, with exceptions possible based on sequencing recommendations from Program Coordinators/Discipline faculty, for timely completion of programs.	Agreement with ACME acknowledging for a small set of students this may require more than one year.
		p. 9 Students must register for their required gateway, college-level, transferable English and mathematics courses to complete both within the first 24 credits after initial enrollment, with exceptions possible based on sequencing recommendations from Program Coordinators/Discipline faculty, for timely completion of programs.	Agreement with ACME acknowledging for a small set of students this may require more than one year.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
4	Students who are enrolled in developmental mathematics courses will develop a plan for academic success in their first semester of enrollment. This may include meeting with an advisor and/or discipline faculty, taking an FYE course, attending workshops, participating in a learning community, etc.	p. 1 Elimination of prerequisite developmental sequences	ACME math agrees with CCET "True equity is acknowledging many community college students are underprepared". We believe as educators, we must meet all students' needs at entry in a way that will build confidence as well as skills, acknowledging that sometimes this cannot be done in 15 weeks.
		p. 8 The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising.	Agreement

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
5	Form a Transitional Council to encourage transitional program coordinators to share best practices and collaborate with applicable groups.	p. 13 Some students who are placed into the maximum level of supports as identified in sections X.E and XI.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of the gateway, college-level, transferable course. The CSCU and Connecticut State Community College Provosts will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the design teams described earlier in this document (See X.C and XI.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. These services will be delivered, in most cases, concurrently with the gateway, college-level, transferable course with structured supports.	The BOR fails to recognize the need for the formation of a Transitional Council. ACME further highlights the council should be faculty driven: "membership from each campus including its transitional coordinator and interested faculty and staff. The council will have representation on PA12-40 Council, CMAC, CCET, and ESL Council" The Transitional Council should be charged to make recommendations about course sequencing and/or concurrency. There is little evidence to support a one size fits ALL model promotes equity.
6	Each campus will select models for transitional programs that have been proven successful from a list of best practice designs compiled by the Transitional Council. These programs will be designed to include social/emotional and technology supports and connection to college resources. When appropriate, students should enroll in the First-Year Experience course.	See #4 and #5 above	See #4 and #5 above

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
7	A Teaching and Learning Group will be charged to research and design professional development related to teaching mathematics courses.	p. 9 – 10 Faculty Professional Development- IX. A Teaching and Learning Group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged to research and develop a sustainable plan for professional development for teaching gateway, college-level, transferable English and mathematics courses and accompanying structured supports. The content and delivery of this professional development will include best practices of effective pedagogy, including strategies to ensure alignment of the course and accompanying supports and for promoting equity in student learning for diverse student groups. After a date to be determined by the CSCU Provost, the CSC Provost, and the Connecticut State Community College AVP of Teaching and Learning, all faculty will be required to complete professional development in order to teach gateway, college-level, transferable English and mathematics courses and supports. The professional development will be offered on an ongoing basis to continually improve student success.	ACME maintains Math faculty should be involved in the research, design, and implementation of professional development. Participation should be solicited primarily from "CMAC, the Center for Teaching, and other interested math faculty from the community colleges and universities". Mandatory trainings must be approved by the teaching unions.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
8	Revenue sources need to be identified and allocated for the research, design, and implementation of a long-term professional development plan for teaching mathematics courses. This program will be at no cost to the faculty who participate.	Not addressed by BOR Policy	ACME maintains, a group of compensated instructional leaders will agree to research and propose a request for funding. System office will review the request and research existing and new sources of funding. The cost of successful implementation of co-requisite and math pathway designs are significant. Resources not further administrative structures and costs need to be identified. Furthermore, ACME rejects the proposal for administrative oversight on pg 8. IV.
9	Implement a system-wide program of long-term professional development to disseminate research-based best practices of teaching mathematics courses for faculty, including adjuncts.	See #7 above. p. 10 The professional development will be offered on an ongoing basis to continually improve student success.	See #7 above Agreement

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
10	Form a Math Pathways Group, as a subcommittee of CMAC, to review the outcomes for all math courses bearing common numbers and perform all action items related to curriculum design and redesign, placement, and alignment of math pathways learning outcomes	p. 10 - 11 C. The CSCU Provost and the Connecticut State Community College Provost, along with their designees and in consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single statewide community college gateway, college-level, transferable mathematics pathway course with supports to promote student success. The CSCU Provost, the Connecticut State Community College Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CMAC, will develop and implement a plan to provide professional development to these teams.	Curriculum is in the purview of faculty. ACME maintains that CMAC be charged to lead and recruit for the Math Pathways Group. This charge will require a significant undertaking by faculty. Funds must be allocated for the time faculty will be required to commit to achieve these goals in the timeline allotted especially given the proposed contractual changes to faculty workload. Furthermore, ACME rejects the proposal and associated costs for administrative oversight as stated on p. 8, IV of the policy.
		p. 13 The aforementioned teams of experts charged by the CSCU Provost and the Connecticut State Community College Provost, along with their designees, will be responsible for the design and maintenance of structured supports as well as recommending student placement in those structured supports.	To reiterate, these teams must be driven by CMAC members and other mathematics faculty. Mathematics faculty do not support the unilateral removal of stand-alone developmental or transitional programs.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
11	To ensure students complete the appropriate mathematics course, CSCU stakeholders should develop transferable mathematics pathways aligned to their area of study.	p. 1 Mathematics courses are aligned to academic and career requirements	Agreement
		p. 8 Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to complete mathematics courses that are appropriate for their programs of study.	Agreement
		p. 10 A. By default, the first mathematics course a community college student will take will be a gateway, college-level, transferable course aligned with the student's area of program of study, and therefore aligned to the student's academic and career goals. Mathematics faculty across the college, primarily managed by CMAC in consultation with faculty from disciplines in each of the Connecticut State Community College Areas of Study, will determine the number and types of pathway math courses available, subject to the final approval of the college president under the authority of the Board of Regents.	Agreement, acknowledging that a small sub-set of students may require a stand-alone option that is not college-level There are likely to be developed pathway courses for programs such as Culinary Art, Railroad, and/or Automotive which would not satisfy the General Education requirements at any baccalaureate institution.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
11	To ensure students complete the appropriate mathematics course, CSCU stakeholders should develop transferable mathematics pathways aligned to their area of study.	p. 10 The CSCU Provost and the Connecticut State Community College Provost, along with their designees and I consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single statewide community college gateway, college-level, transferable mathematics pathway course with supports to promote student success.	ACME maintains that CMAC be charged to lead and recruit for the Math Pathways Group

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
12	Develop and implement co-requisite courses to support students who do not place directly into gateway or transferable courses	p. 1 Corequisite rather than Prerequisite Delivery of Support • All students are enrolled directly in college-level English and mathematics with supports to maximize success as needed • Elimination of prerequisite developmental sequences	ACME recommends co-requisites for the vast majority of students, but not all. Some students with identified needs will require targeted pre-requisite courses.
		p. 8 Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students' complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design.	The research indicates for all demographic cohorts, not all placement level cohorts. There will continue to exist a small percentage of students who will best be served by a targeted pre-requisite course/program.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
12	Develop and implement co-requisite courses to support students who do not place directly into gateway or transferable courses	p. 9 Structured supports must be provided concurrently with the gateway, college-level, transferable course rather than prior to enrollment in the gateway, college-level, transferable course.	Levels of support were not considered by ACME. Rather ACME recognized there would continue to be students who would be best served by a targeted pre-requisite course/program.
		p. 11 The number of additional contact hours for structured support may be differentiated by student need based upon the placement procedure described below in section XII, but may not exceed three (3) hours. Each discipline team will determine the number of differentiated levels of support to offer.	Agreement, but placement process addressed in #13

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
13a	Student placement into gateway and transferable mathematics courses will be based on multiple measures that predict success in those courses. Beginning with high school GPA, other measures will include, but are not limited to: SAT/ACT/GED, HS mathematics course grades, math challenge exams, placement tests, and non-cognitive measures. Placement into co-requisite courses aligned to the student's area of study will be the default for the vast majority of students who do not place directly into gateway or transferable college-level courses.	p. 1 Placement Based on High School GPA: • Placement into levels of support for each student will be determined primarily by high school Grade Point Average (GPA) • Students may opt to self-report their high school GPA. Students may also elect to provide an official record of their high school GPA • Multiple measures may supplement GPA, but only to place a student into a higher-level course in the case of mathematics or to reduce the level of support	ACME maintains that multiple measures should always be utilized. ACME agrees with many local math department responses. The policy draft misstates the research of using HS GPA only for placement. Agreement ACME recommends that multiple measures should always be utilized. A team, including representatives from the Test Administrators Council, math faculty, the Math Pathways Group, advisors, and Institutional Research personnel, should be the ones to develop the multiple measures placement system which will be periodically assessed.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
13a	Student placement into gateway and transferable mathematics courses will be based on multiple measures that predict success in those courses. Beginning with high school GPA, other measures will include, but are not limited to: SAT/ACT/GED, HS mathematics course grades, math challenge exams, placement tests, and non-cognitive measures. Placement into co-requisite courses aligned to the student's area of study will be the default for the vast majority of students who do not place directly into gateway or transferable college-level courses.	p. 12 All degree-seeking students will be placed by default into gateway, college-level, transferable English and mathematics courses, namely English 101 and the appropriate pathway mathematics course for their program or area of study.	ACME recommends that multiple measures should always be utilized. ACME recommends co-requisites or gateway placement for the vast majority of students, but not all. There are likely to be developed pathway courses for programs such as Culinary Art, Railroad, and/or Automotive which would not satisfy the General Education requirements at any baccalaureate institution.
		p. 12 Placement into fewer supports or out of supports entirely will be determined primarily by high school Grade Point Average (GPA).	ACME maintains that multiple measures should always be utilized. Further, ACME requests access to research that support placement into multiple levels of support using GPA.
		p. 13 Degree-seeking students whose high school GPA is unavailable or older than 10 years will be placed into college-level, transferable mathematics and English courses with structured supports for their pathway using a Guided Self-placement (GSP) process.	ACME recommends that multiple measures should always be utilized.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
13b	For a small number of students, co-requisite courses may not be appropriate. Multiple measures, including meeting with discipline faculty and advisors, will be used to determine which students are unlikely to succeed in co-requisites. Those students will be placed in either an intensive course or a transitional program.	p. 13 Some students who are placed into the maximum level of supports as identified in sections X.E and XI.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of the gateway, college-level, transferable course. The CSCU and Connecticut State Community College Provosts will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the design teams described earlier in this document (See X.C and XI.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. These services will be delivered, in most cases, concurrently with the gateway, college-level, transferable course with structured supports.	See #5 ACME maintains there will continue to exist a small percentage of students who will best be served by a targeted pre-requisite course or transitional program designed by mathematics faculty.

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
13c	Students may place higher than a gateway course based on multiple measures starting with SAT/ACT scores and/or HS course sequence and mathematics GPA, placement tests, and math challenge exams.	p. 13 Students may place directly into advanced college-level, transferable mathematics courses (e.g. Calculus) based on high school GPA and/or additional measures. Students may opt to enroll in a course that is of a higher level in a mathematics pathways sequence than determined by the placement measures, but only after completion of a mathematics-specific GSP process, an information session with their Guided Pathways Advisor trained to support student decision-making, and the submission of a written waiver (signed solely by the student) submitted to their Guided Pathways Advisor. • Self-reported high school GPA will be the primary measure used to determine placement into higher-level mathematics courses. Multiple measures described above may be used as supplements to self-reported high school GPA.	ACME recommends that multiple measures should always be utilized. ACME recommends that multiple measures should always be utilized. Research indicates that the combination of cumulative GPA with specific indications of progress in the high school curriculum, such as course completion, is frequently useful for predicting performance in math

ACME Rec. #	ACME Committee Recommendation	BOR Draft Policy Document	Key Differences
14	CSCU stakeholders will work with K12 stakeholders to improve alignment between K12 and postsecondary expectations and requirements.	It is incumbent on both CSCU institutions and CT secondary districts to work collaboratively to make sure that high schools' programs of study align with college-entrance expectations. Secondary and post-secondary school curricula must be aligned for a seamless transition from high school to college. Once in place, the high school and post-secondary curricula must be reviewed periodically by an appropriate body (to be determined) to ensure fidelity of the alignment.	Agreement

This table includes policy components that did not fit logically into the table above. In addition, some key policy components were summarized. No attempt has been made to examine policy points that are specific to English or ESL courses.

Additional Policy Components	**Differences Between ACME Committee Recommendations and BOR Policy Draft**
Definition of math pathway	ACME Committee – includes both STEM and non-STEM math pathways
Definition of gateway course	ACME Committee - Refers to the lowest course that either satisfies General Education Math competencies at Connecticut state baccalaureate institutions, or for terminal associate programs, satisfies the graduation requirements at the associate level. It should also be noted that ACME defines co-requisite courses as developmental.
To ensure students complete the appropriate mathematics course, CSCU stakeholders will develop transferable mathematics pathways aligned to their area of study	No key differences but it should be noted that ACME group considers STEM a math pathway.
All mathematics pathways courses will be three (3) credits, with exceptions	It was not stated, but the ACME Committee upholds that most courses in the STEM math pathway remain 4 credit courses
Algebra is no longer the required prerequisite for any math pathways	ACME recommended the development of appropriate courses and outcomes to support students who are not directly eligible for the transferable courses (with the understanding that algebraic content will be included to support outcomes as necessary).
Corequisite rather than prerequisite support	ACME Committee recommended a co-requisite model of courses for the vast majority of students explicitly stating, that for a small number of students, co-requisite courses may not be appropriate. Multiple measures, including meeting with discipline faculty and advisors, will be used to determine which students are unlikely to succeed in co-requisites. Those students will be placed in either a targeted pre-requisite course or a transitional program.
Placement into levels of support (i.e. corequisite courses) for each student will be determined primarily by high school Grade Point Average (GPA)	ACME committee does not address “levels of support” but recommends placement into or out of support using multiple measures.
Multiple measures may supplement GPA, but only to place a student into a higher-level course in the case of mathematics or to reduce the level of support	ACME maintains the use of multiple measures for all levels of placement and all students. ACME does not advocate using multiple measures to solely elevate placement; rather, using multiple measures to determine the course in which a student is most likely to succeed.

A Teaching and Learning Group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged with researching and developing a sustainable plan for professional development for teaching gateway, college-level, transferable English, and mathematics courses and accompanying structured supports	ACME Committee recommended high levels of involvement by mathematics faculty in all aspects of mathematics professional development.