University-Wide Impact Committee
Minutes 2/16/12

Present

Absent

I. Call to Order
The meeting was called to order at 9:40 am.

II. Old Business
The standing committee continued discussion over the Honors College offering of HON 270 (Language of the Arts) as a summer A term course, opening it to students not in the honors program using the criteria they use for other semesters, and to also have the course satisfy the Tier 2 Cultural Expressions requirement.

The standing committee approved the following motion:

When the situation arises that LEP credit needs to be assigned to students enrolled in honors courses, determination will be made through consultation between the directors of the LEP and the Honors college based upon the LEP document.

Motion to approve: K. Gatzke, seconded D. Weiss
Motion passed 9-0-0

III. New Business
The standing committee then discussed the Board of Regents course transfer draft and various house measures pending in the state legislature as they related to UWIC.

LEP COURSE PROPOSALS

- ART 106 Critical Thinking in the Visual Arts (T1 CT)
  (Tabled)

- HIS 367 The Twentieth Century World (T3)
  (Tabled)

IV. Adjournment
The meeting adjourned at 10:50 am

Minutes prepared by Byron Nakamura
Liberal Education Program Committee Meeting  
Wednesday, February 8, 2012  
3:25– 4:45pm – ASC 308  
Meeting Minutes

Attending: Armen Marsoobian, Nicole Henderson, Wendy Hardenberg (recording), Kim Laing, Liz Keenan, Deborah Weiss (chair), Rich Kustin, Polly Beals, John DaPonte, Joe Fields, Jim Tait

- Meeting was called to order at 3:33 p.m.

- Minutes of 2/1/12 meeting were approved.

- Committee and Ad Hoc reports
  - Armen Marsoobian – CT update
    - A draft of an assessment rubric was created with the help of Michael Ben-Avie during the early part of the spring semester. The Critical Thinking group will meet on Friday to start reading a sample of 24 student essays, with the hope that each department involved in CT will contribute a volunteer. Participation is technically mandatory, but that ideal has not yet been reached. Only the 4th key element (synthesis) will be assessed at this time, but they are working towards assessment of all the key elements. Not all CT instructors have submitted syllabi to the CT Coordinator, so perhaps the LEPC could assist with insisting on collection of material to facilitate assessment.
    - The purpose of the current assessment is to analyze a random sampling of student work in order to assign one of four levels of rating: fully met, partially met, barely met, failed to meet. This is so as to gather information that will help faculty improve the CT courses or rethink the learning outcomes. The assessment will also serve as a guide to develop the eventual competency demonstration.
    - The CT group is currently assessing essays, but the assignment could be anything that presents an argument. The common rubric is similar to what Technological Fluency has been doing, but having an outside group do the grading is different. However, that has nothing to do with the students’ grades. All CT assessment is blind and random.
    - Nicole Henderson noted that there can be a lot of fear about handing over syllabi and papers in a brand new course, especially for adjunct and non-tenured faculty. Unless they know why and how the assessment is occurring and that they won’t be judged, instructors tend to disappear and hide. A sense of safety is important.
    - A lot of time was spent over the summer discussing assessment, and the current effort seemed to be the path of least resistance because it didn’t require a special tool or objective exam and was also cost-free.

- BoR Plan
  - Polly told the committee that the whole impetus was coming from the governor. The only faculty involvement is via the Board of Regents faculty advisory committee, and our representative is Ilene Crawford. The drive is not for a common curriculum, but rather different menus of courses at different schools. There will, however, be an ironclad commitment to transferability of courses amongst the schools. This does not mean the end of the LEP.
  - Armen expressed concern about curriculum no longer being the prerogative of the faculty, which could violate the collective bargaining agreement.
• After some further discussion, Liz asserted that more information is necessary—who is articulating the details? Whom do we contact? Who spells out what the 36 credits are? What the common curriculum is?
• Nicole agreed that right now we should ask what the steps are, not about the specifics of the resolution. A system-level transfer bank was discussed before and never materialized, so how is it going to happen this time?
• Deb reminded the committee that we need to be careful about not jumping too quickly and making sure that control of curriculum stays in faculty hands. UCF needs to consider this and make decisions. Should it go to UWIC? To a new ad hoc committee? Clarification is essential. Perhaps UCF should come up with a statement to send to the Board of Regents prior to their March meeting. What kind of push-back do we need to engage in right now?
• John suggested that UCF should supply Ilene with a list of questions and concerns, such as exactly which Community College programs are they talking about.
• Armen told the committee that the Faculty Leadership Council met today and proposed that the new SCSU president take the lead for a summit with all concerned campuses. We have a program that fits well with what's being proposed, so we can take the initiative.
• After further discussion, Joe pointed out that the imposition is from the governor, but the Board of Regents is made of people acting in good faith who are circulating a draft for input. They expect a constructive response. We need to make an economic argument, namely that this will cost money. Is the expense of the new program worth it?
• Deb will pass all our discussion on to Marty.

o Old Business
  • Request by nursing department
    • The committee discussed various ways of addressing Nursing's request, including turning a required NUR course into a Tier 2 Mind & Body course, simply saying no so as to avoid the precedent, exempting nursing majors temporarily while a Tier 2 course is created, and asking Nursing to meet with us in person. Nicole pointed out that it might not be such a bad thing to have credit-heavy departments articulate how they're meeting key elements in order to get exempted from bits of the LEP. Rich then asked if we were okay with that becoming a pattern.

o Meeting adjourned 4:45 p.m.

Respectfully submitted,

Wendy Hardenberg
Meeting was called to order at 3:33 p.m.

Minutes of 2/8/12 were approved with one correction.

Announcements
- President Papazian is holding open meeting regarding the transfer/articulation policy recommendations proposed by the ConnSCU System Office next Tuesday, February 21st, at 3:30 p.m. in EN C112.

Old Business
- Request by Nursing Department for an exemption from the LEP Mind and Body requirement
  - It was felt by LEPC members that solutions other than granting an exemption, namely encouraging the Psychology Dept. to offer PSY219 as a Mind and Body course or finding another department to offer an equivalent course should be sought. Polly and Deb will meet with the Psychology Chairperson. If this is not fruitful, the second option will be pursued. In light of this discussion, the following motion was made and passed unanimously:
    - Motion: Granting a Tier 2 Mind and Body exemption to the Nursing Department is premature at this time until other options have been explored. The LEPC will assist Nursing in exploring these other options.

Transfer students
- Transfer credits – discussion regarding limits on number of Tier 2 courses that may receive credit ("waived")
  - Requirement of at least two Tier 2 courses plus Tier 3 capstone was determined to be reasonable at a previous meeting and no changes are recommended.
  - Deb asked the Committee whether (given the current situation in which the BOR as well as the state legislature are discussing a number of initiatives regarding the transfer of credits within the state’s higher educational system) it is worthwhile to spend time tackling these issue now, or whether we should wait until they have been clarified. The Committee agreed to put this discussion on hold until a later date.

- Interim Provost Kennedy has requested that Polly Beals, Bruce Kalk and Frank LaDore meet with advisors at the Community Colleges as a good will gesture. It is expected that additional questions for the Committee will come forward after these meetings.

New Business
• Transfer courses that do not reasonably align to any SCSU course fulfilling the LEP category (per request by Lauren Doninger)
  o At our retreat meeting in December, it was decided that if a course transfers in as equivalent to an SCSU course, it will receive LEP credit only if the equivalent SCSU course is an LEP course.
  o The new issue at hand is the acceptance of transfer courses (for which there is no equivalent SCSU course) that do meet the LEP key elements.
    ▪ The Committee decided favorably on this issue and began to work on a motion presented in draft form below:
    ▪ Proposed Motion: The LEPC moves that transfer courses that do not reasonably align with any SCSU course, but fulfill an LEP category, be accepted as satisfying the LEP requirement.
  o Further discussion that needs to take place in order to complete the motion:
    ▪ Who would make the decision as to transferability of the courses? Perhaps the LEP director in consultation with LEP coordinators?
    ▪ Should shell courses be created for this purpose?

  o Meeting adjourned at 4:49 p.m.

Respectfully submitted,

~Wendy Hardenberg
Undergraduate Curriculum Forum
Notifications Management Committee Minutes
February 16, 2012

Present: Cindy Simoneau (Chair), Laura Bower-Phipps, Jen Cooper, Corey Hannah, Sobeira Latorre, Derek Taylor, Sophia Myers (UCF Secretary)

Absent: Margaret Das, Sean Grace (Alt), Erin Larkin (Alt), Jingjing Liu, Nuncia Moniello, Elizabeth Rodriguez-Reyes

Meeting called to order at 9:35am

Old Business

NMC ByLaws – no action

New Business

Revised Course Proposals
CHE 101 – Chemistry in Contemporary Issues
Motion to approve:
Motion: C. Hannah; D. Taylor;
Motion passed: 7-0-0

CHE 103 – Crime Scene Chemistry
Motion to approve:
Motion: L. Bower-Phipps; C. Hannah
Motion passed: 7-0-0

CHE 260 – Organic Chemistry I
Motion to approve:
Motion: D. Taylor; S. Latorre
Motion passed: 7-0-0

CHE 261 – Organic Chemistry II
Motion to approve:
Motion: J. Cooper; C. Hannah
Motion passed: 7-0-0

CHE 262 – Organic Chemistry I: Lecture Only
Motion to approve: TABLED - pending clarification
Motion: 
Motion passed:

CHE 263 – Organic Chemistry II: Lecture Only
Motion to approve: TABLED - pending clarification
Motion: 
Motion passed:
CHE 370 – Physical Chemistry I
Motion to approve:
Motion: D. Taylor; C. Hannah
Motion passed: 7-0-0

CHE 371 – Physical Chemistry II
Motion to approve:
Motion: S. Latorre; J. Liu
Motion passed: 7-0-0

CHE 372 – Physical Chemistry Laboratory I
Motion to approve:
Motion: L. Bower-Phipps; C. Hannah
Motion passed: 7-0-0

CHE 373 – Physical Chemistry Laboratory II
Motion to approve:
Motion: C. Hannah; D. Taylor
Motion passed: 7-0-0

CHE 450 – Biochemistry I
Motion to approve:
Motion: L. Bower-Phipps; C. Hannah
Motion passed: 7-0-0

CHE 451 – Biochemistry II
Motion to approve:
Motion: D. Taylor; C. Hannah
Motion passed: 7-0-0

Revised Program Proposals
BS Chemistry
BS Chemistry/Concentration: Biochemistry
Motion to approve:
Motion: C. Hannah; D. Taylor
Motion passed: 7-0-0

BS Chemistry (7-12)
Motion to approve:
Motion: C. Hannah; J. Liu
Motion passed: 7-0-0

BA Chemistry
BA Chemistry/Concentration: Biochemistry
Motion to approve:
Motion: L. Bower-Phipps; D. Taylor
Motion passed: 7-0-0
Meeting Adjourned 10:30

Tier 1 *
Tier 2 **
Tier 3 ***
Revised Course Proposal
CHE 262 – Organic Chemistry I: Lecture Only
Motion to approve:
Motion: C. Hannah; D. Taylor
Motion passed: 6-0-2

CHE 263 – Organic Chemistry II: Lecture Only
Motion to approve:
Motion: J. Liu; E. Rodriguez-Keyes
Motion passed: 6-0-2
**Undergraduate Curriculum Forum**  
**New Program Proposal - Signature Sheet**

Please complete the appropriate sections, and include with New Program Proposal. Submit 15 copies of the proposal to the Undergraduate Curriculum Forum (UCF) office, EN-C216. When submitting a revision of this proposal, use the original form indicating the date of the revision in the space below.

**Department** Accounting  
**Program Title** Advanced Certificate In Accounting

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Dr. Janet Phillips</th>
<th>Department</th>
<th>Accounting</th>
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<tbody>
<tr>
<td>Phone</td>
<td>203 392 5698</td>
<td>E-mail</td>
<td><a href="mailto:Phillipsj1@southernct.edu">Phillipsj1@southernct.edu</a></td>
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<tr>
<td>Campus Address</td>
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Complete the following before submitting the proposal to UCF

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The following section will be completed when the proposal is approved by UCF

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<tr>
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**Date of Revised Proposal**

Date of 1st revised proposal _____  
Date of 2nd revised proposal _____
UNDERGRADUATE CURRICULUM FORUM
NEW PROGRAM PROPOSAL - SUMMARY FORM

Date 9/23/11

DIRECTIONS: Please complete this form and submit with: 1) UCF Signature Sheet, 2) Required Materials form, and 3) any additional required materials as described in Directions for Preparing a Revised Course Proposal.

Please check that you have addressed the following, and complete the appropriate sections for each on this form and in the Rationale.

- LIST OF REQUIRED COURSES
- CATALOG /PROGRAM DESCRIPTION
- IDENTIFY SPECIALIZATION(S)/CONCENTRATION(S)
- PROFESSIONAL/CERTIFICATION REQUIREMENTS
- DEGREEE STATUS
- MINOR PROGRAM (Please attach Minor in a Program addendum)
- OTHER (Please specify)

ARE OTHER DEPARTMENTS <<AFFECTED>> BY THIS PROPOSAL? If so, list those departments and include letter(s) of acknowledgment from Chair(s) of Department(s) with this proposal and/or include the signature(s) on the signature form.

No other departments are affected by this proposal.

LIST OF REQUIRED COURSES
List courses that are included as part of this New Program Proposal; include Department, course number, and title:

List of Courses:
Students should choose any four of the following classes from the menu of options for a total of twelve credits:

Menu of course options to fulfill Advanced Certificate:

Undergraduate:
ACC 370 Accounting Information Systems
ACC 351 Advanced Studies in Taxation
ACC 380 Forensic Accounting
ACC 401 Not-for-Profit and Governmental Accounting
ACC 424 International Accounting
ACC 497 Internship

Graduate*
(a maximum of two graduate courses with the "MBA" designation are allowed):
MBA 575 Financial Statement Analysis
MBA 576 Advanced Income Tax
MBA 577 Tax Planning and Research
MBA 578 Not-for-Profit and Governmental Accounting
MBA 579 Advanced Auditing
MBA 580 International Accounting Standards: Use & Interpretation
MBA 581 Contemporary Accounting Issues

* Students choosing courses with the "MBA" designation must first comply with MBA admissions requirements which include a 3.0 overall GPA in an undergraduate program or completion of the Graduate Management Admissions Test (GMAT).
The Advanced Certificate In Accounting Program is designed for individuals currently holding a Bachelor's degree from a regionally accredited college in a discipline other than accounting who have completed the Introductory and Intermediate Certificate in Accounting Programs (or equivalent courses).

The Advanced Certificate in Accounting Program also offers an avenue for students with an undergraduate accounting degree to earn the additional credits necessary to be certified as a CPA in Connecticut.

A maximum of one course may be transferred in from another university towards the advanced certificate. All credits earned in the advanced certificate may be applied towards a Bachelor's degree in Business Administration or a Master's Degree in Business Administration.

The Advanced Certificate in Accounting requires students take four elective courses for a total of twelve credits. Together with the 24 credits earned in the Introductory and Intermediate Certificate Program, these courses complete the thirty-six semester hours of accounting required to be certified as a CPA in Connecticut. (In addition to these accounting hours, please note Connecticut also requires, thirty general business and sixty general education credits to be certified.)

Suggested plan for completing the Introductory, Intermediate and Advanced Certificate Programs in two years:

YEAR 1:
Introductory (11 credits):
Summer A  Summer B  Summer C
ACC 200 (4)  ACC 310(4)  ACC 220(3)
Intermediate (13 credits):
Fall  Spring
ACC 311(4)  ACC 461(3)
ACC 350 (3)  ACC 410(3)

YEAR 2:
Advanced (12 credits):
since students may choose any 4 from the electives shown above, this is just a hypothetical solution
Summer A  Summer B  Fall  Spring
Elective I (3)  Elective II (3)  Elective III (3)  Elective IV(3)
UNDERGRADUATE CURRICULUM FORUM
NEW PROGRAM PROPOSAL – REQUIRED MATERIALS

DIRECTIONS: Please address the following and submit along with:

1) UCF Signature Sheet
2) Summary Form
3) Any additional required materials as described in Directions for Preparing a New Program Proposal.

☐ Submit 15 copies of the proposal to the Undergraduate Curriculum Forum (UCF) office, EN-C216.

WHAT IS THE <<RATIONALE>> FOR PROPOSING THIS PROGRAM?

The Advanced Certificate In Accounting Program is proposed in response to tremendous interest in accounting careers by individuals who currently hold a bachelor's degree in another discipline. The Advanced Certificate in Accounting Program also offers an avenue for students with an undergraduate accounting degree to earn the additional credits necessary to be certified as a CPA in Connecticut. The certificate provides a credential to recognize accounting courses taken in order to be eligible to sit for the CPA exam.

WHAT ARE THE <<LEARNING OBJECTIVES>> FOR THIS PROGRAM?

The Advanced Certificate In Accounting Program is designed to provide a comprehensive, high quality instructional program in Accounting which is current, practical and prepares students for careers in business, governmental and not-for-profit sectors of economy by emphasizing critical thinking, problem solving and teamwork skills in a technologically and globally rapidly changing environment. The focus of the certificate program is specifically on increasingly complex accounting topics. Students in the program are expected to be experienced and enthusiastic learners since admission requires an earned undergraduate degree. Graduates of the Certificate of Accounting Program should possess:

•conceptual understanding and current technical accounting knowledge necessary for entry-level accounting positions.
•technical accounting knowledge in the areas of Financial Accounting, Managerial Accounting, Taxation and Audit necessary to be successful in professional exams.
•strong business writing skills.
•strong skills in using relevant accounting and business related technology.
•strong oral communication skills.
•the ability to identify and understand the importance of ethical business conduct.
•the proficiency to accept leadership roles in organizations.
•excellent critical thinking and problem-solving skills.
•strong team-work skills.
WHAT METHODS WILL BE EMPLOYED FOR <<EVALUATING STUDENTS>>?

The conceptual understanding of technical accounting knowledge is measured by the use of examinations and quizzes that directly test the level of the students mastery of the subject matters of various accounting topics and courses covered. Writing skills are measured by writing projects that form the grades for many of the courses in the department and oral communication skills are evaluated with grades depending on participation in class and in teamwork. Finally, technology skills are measured by students’ success in courses that require use of technology to research and answer questions using IT tools such as Microsoft excel, Quickbooks, SAP, XBRL and tax preparation software.

PLEASE SPECIFY IF THERE ARE ANY ADDITIONAL REQUIREMENTS BEYOND THE STATED CURRICULAR REQUIREMENTS FOR THIS PROGRAM.

None

ARE THERE <<RESOURCES>> NEEDED FOR THIS PROGRAM? PLEASE ELABORATE.

Courses required to earn the Certificates in Accounting are currently open to undergraduate students and will be taught by existing accounting department faculty. Administrative resources will be required to coordinate the admission, advisement and assignment of certificates upon completion of the Certificate of Accounting program for graduation. The admission function will be handled by university admissions, advising by existing accounting faculty and assignment of certificates by the Business Student Resource Center which was recently established in the School of Business.

Depending on the growth of the programs, it may be necessary to expand accounting department faculty and administrative resources to accommodate the Certificate in Accounting Programs.
Testimony for Public Hearing on SB 40, HB 5028 and HB 5029

SB 40 AN ACT CONCERNING OPEN ACCESS TO COLLEGE LEVEL COURSES.

HB 5028 AN ACT CONCERNING THE ALIGNMENT OF COMMON CORE STATE STANDARDS WITH COLLEGE CURRICULUM.

HB 5029 AN ACT CONCERNING COLLEGE READINESS ASSESSMENTS.

We are faculty members at Southern Connecticut State University and elected members of Southern’s University Curriculum Forum Steering Committee, which guides and oversees the undergraduate curriculum on our campus.

We agree with the spirit of HB 5029 that would institute a high school college readiness assessment in the sophomore year and subsequent remediation plans (if needed) for students planning to go on to college in the remaining two years of high school. We also know that should this bill be passed, it will be several years before colleges and universities see the fruits of these efforts.

Because of this time lag, we are not in support of SB 40, which seeks to prohibit requiring students to take remedial courses in college.

A common misunderstanding is that low Bachelors Degree completion rates are due to student enrollment in college remedial courses (Adelman, 2006; Bettinger & Long, 2005). In fact, low graduation rates are linked to a lack of preparation at the secondary school level (Attewell et al., 2006). In other words, there is either a misalignment between what is expected of high school graduates compared with what is expected of college freshmen, or a lack of adequate preparation to achieve those standards prior to high school graduation. Until this problem is solved, remedial instruction is critical in helping underprepared students gain access to higher education. Some facts to support this appear below:

1. The best predictor of student success in college is secondary school preparation.
   - In examining the records of 17,499 Colorado students, it was clear that if students were not proficient on the state assessment as early as the sixth grade, they were likely to require remediation in their first year of college (Lefly, Lovell & O’Brien, 2011).
   - A rigorous high school curriculum is a strong predictor of college readiness (Adelman, 2006). Students who take challenging coursework, such as four years of college-preparatory English and three years each of college-preparatory mathematics, science, and social studies, are less likely to need remedial courses than students who don’t take such a rigorous curriculum (Abraham & Creech, 2002).

2. If a student is not college-ready by the time s/he reaches that level, remediation is important in order to increase the chances of success.
In a study conducted on outcomes of remedial students at public colleges in Ohio (the fifth largest public higher education system in the U.S.), it was found that students who received remediation in math and in English were over 15% and 9% more likely to complete a college degree in four years respectively.

3. Providing access to college classes by students who do not meet minimum proficiencies does a disservice to them and may result in:
   - Higher failure rates in college-level courses
   - Longer graduation times as students re-take courses
   - Lack of retention as students become demoralized and prematurely drop out
   - Loss of financial aid due to students not meeting GPA requirements to continue to receive financial aid, and/or reach the end of time or funds available to pay for their higher education

We want to support a successful and timely completion of students’ degree programs at our colleges and universities. We think that adequate preparation is the key, and that students should be able to demonstrate college ready competencies prior to beginning any college degree program. We also think that remediation is best done in high schools and local school districts to keep the cost of high education within a reasonable range.

Until Connecticut high school graduates can demonstrate such competencies and high school remediation programs are in place, however, colleges and universities can best support student success by continuing to require them to take remedial courses when they are warranted.

Thank you for your time and consideration of these important issues affecting all of us in the State of Connecticut. Please contact us if you need additional information.

Martin Hartog, Ph.D., Chair, Undergraduate Curriculum Forum
Deborah Weiss, Ph.D., Chair, Liberal Education Program Committee
Gregory Adams, Ph.D., Chair, New Programs and Innovations Committee
Elizabeth King Keenan, Ph.D., Chair, University-Wide Impact Committee

Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515
References


