Liberal Education Program Committee Meeting  
Wednesday, February 15, 2012  
3:25 – 4:45pm – ASC 308  
Meeting Minutes

Attending: Elliott Horch, Polly Beals, John DaPonte, Elsie Okobi, Wes O’Brien, Liz Keenan, Deb Weiss (chair), Armen Marsoobian, Wendy Hardenberg (recording), Joe Fields

- 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 is 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.

<table>
<thead>
<tr>
<th>Department</th>
<th>Accounting</th>
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<tbody>
<tr>
<td>Program Title</td>
<td>Advanced Certificate In Accounting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Dr. Janet Phillips</th>
<th>Department</th>
<th>Accounting</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Campus Address</td>
<td>SEA 212</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete the following before submitting the proposal to UCF

<table>
<thead>
<tr>
<th>Department Votes</th>
<th>For</th>
<th>Against</th>
<th>Abstain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson, Department</td>
<td>Date</td>
<td>Chairperson, Dept. Curriculum Comm.</td>
<td>Date</td>
</tr>
<tr>
<td>Chairperson, School Curriculum Comm.</td>
<td>Date</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Chairperson, Subcommittee</th>
<th>Date</th>
<th>Chairperson, UCF</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vice President</td>
<td>Date</td>
<td></td>
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</tr>
</tbody>
</table>

<<Other Signature and title>> | Date | <<Other Signature and title>> | Date |

**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 fullfill 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**
  - ACC 200 (4)
  - ACC 310 (4)
  - ACC 220 (3)
- **Summer B**
- **Summer C**

Intermediate (13 credits):
- **Fall**
  - ACC 311 (4)
  - ACC 350 (3)
- **Spring**
  - ACC 461 (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


