

# **Undergraduate Curriculum Forum**

## **AGENDA**

Adanti Student Center, Room 301A

Thursday, February 9, 2012

- I. Call to order
- II. Announcements
- III. Approval of UCF minutes of January 26, 2012
- IV. Standing Committee Reports
  - a. NPIC – New Programs and Innovations Committee
  - b. WACC – Writing Across the Curriculum Committee
  - d. PRAC – Program Review and Assessment Committee
  - d. UWIC – University Wide Impact Committee
  - e. LEPC – Liberal Education Committee
  - f. NMC – Notifications Management Committee
- V. Old Business
  - a. Approval of UWIC by-laws
- VI. New Business
  - a. New Board of Regents Review of Proposals Guidelines and Forms
- VII. Adjournment

## Undergraduate Curriculum Forum

### MINUTES

Adanti Student Center, Room 301A

Thursday, January 26, 2012

- I. The meeting was called to order at 9:37 a.m.
  - Quorum (50% + 1) was reached at 9:42 a.m.
  
- II. Announcements
  - a. Dr. Mary Papazian, SCSU's new president, will be on campus today – meeting at 10:30am with Dr. Robert Kennedy, 10 faculty and 10 staff. The faculty representatives included two representatives from each of the four Schools, Mike Shea (AAUP), and Susan Cusato (Faculty Senate) to represent a cross-section of the university. Her official start date is February 1<sup>st</sup>, although she may not be on campus full-time.
  - b. Wendy Hardenberg, the instruction coordinator at the Library, came to UCF today. She is working to correct limitations in the area of information literacy sited in the NEASC report. She provided a 10-minute library presentation discussing steps being taken in the library to improve SCSU's information literacy component during the next self-study.
    - i. She is trying to determine for which majors is research the first required course.
    - ii. She also discussed the topic of information literacy and initiatives for INQ students, Tier 2 infinity groups and ways to reinforce information literacy in Tier 2 courses.
    - iii. Tier 3 students should have one-on-one consultations with librarians to facilitate their information literacy competence.
    - iv. Also, she is working to develop competency exams for information literacy. Webcast on information literacy to be held on Feb 7<sup>th</sup> from 1-2:45pm in the ASC 312. This webcast is particularly designed for students in the first year.
  
- III. Approval of UCF minutes of December 15, 2011
  - a. Minutes of December 15<sup>th</sup> approved unanimously.
  
- IV. Standing Committee Reports
  - a. NPIC
    - i. Discussion of 1/19 electronic meeting
      1. Intent to Pursue a Minor form created
        - 1) Discussion about placement of the form online and in departments and format, like PDF
      2. **Motion** to approve the Intent to Pursue a Minor form, as amended during today's UCF meeting.
      3. **Motion** approved unanimously
      4. No Special Topics Courses reviewed
    - ii. Minutes of 1/19 meeting accepted
  - b. NMC
    - i. Did not meet on 1/19
  - c. WACC
    - i. Met on 1/19, but the minutes will be forthcoming.
  - d. PRAC
    - i. Did not meet on 1/19 but will be discussing Marketing at their next meeting.
  - e. UWIC
    - i. Discussion of 1/19 meeting
      1. **Motion** to approve the following courses:
        - 1) POR 200 Portuguese III (T1 MC)

- 2) MAT 107 Elementary Statistic (T1 QR)
- 3) MAT 108 Mathematics for the Natural Sciences (T1 QR)
- 4) MAT 122 Precalculus (T1 QR)

2. **Motion** approved unanimously

ii. Minutes of 1/19 meeting received

f. LEPC

i. Discussion of 12/14 and 1/18 meetings

1. We may receive pressure related to transfer students with liberal arts Associate's degrees to accept their credits toward LEP.
2. This year, transfer students' records were examined and students were placed into LEP or AUR whichever was better for the student. Next year, freshmen and sophomores will fall under the LEP, but juniors and seniors will be placed in either LEP or AUR based on their programs, which is similar to this year's process.

ii. Minutes of 12/14 and 1/18 received.

V. Old Business

- a. Technology survey participation – completion rate moderate up to date – URL: <http://surveys.southernct.edu/TakeSurvey.aspx?SurveyID=74KMIn4> through Feb. 5<sup>th</sup>.
- b. Email technology concerns to Judy Tarbox, Chair of the Faculty Senate Technology Committee, [tarboxj1@southernct.edu](mailto:tarboxj1@southernct.edu).
- c. IT Staff are trying to do the best job they can, and we need to communicate concerns to the appropriate IT administrators, the Teaching and Learning Technology Committee, and the Faculty Senate Technology Committee.

VI. New Business – none

Meeting adjourned at 10:46 a.m.

These minutes are respectfully submitted by Michele Vancour.

Called to order at 9:35 a.m.

Present: G. Adams (Chair), M. Bay, S. Bernard, G. Kowalczyk, K. McGill,  
P. Sessler-Branden, D. Smith

**I. New Business**

- A. NPIC began the review of three certification programs.
- B. NPIC moves for the approval of a new certificate program to begin during the Summer Session of 2013.

Introductory Certificate in Accounting (attached)

- C. NPIC moves for the approval of a new certificate program to begin during the Summer Session of 2013

Intermediate Certificate in Accounting (attached)

Meeting adjourned at 10:50 a.m.

Respectfully submitted by: Gregory Adams

Program Review and Assessment Committee  
Minutes of February 2, 2012 meeting

Present: C. Dellinger-Pate, M. Davidson, M. Enjalran, M. Fede, P. Kahlbaugh, T. Lin, T. Radice, R. Zipoli, S. Clerc (Chair)

Absent: Cynthia O'Sullivan (virtually present via email)

The Committee reviewed the revised self-study from Marketing. Fifteen of the 17 standards have been met, therefore the Committee recommends with reservations that UCF grant continuing approval to the department.

PRAC's 2/2/12 review focused on the standards that had not been met in the previous Marketing report. The following report addresses changes since the previous revision.

Dr. Robert Forbus revised and improved the self-study in a very short time span. The Committee applauds the School of Business's decision to pursue accreditation from the Association to Advance Collegiate Schools of Business-International (AACSB) and hopes the self-assessment process, undergone for the purposes of the self-study report, aids in this endeavor.

Standard 1: Met.

Standard 2: Met.

Standard 3: Met.

Marketing made great progress with this standard. The tables showing the flow of complexity and the incorporation of the mission and the AACSB standards is a big improvement. The Committee would like to have seen some possible options for what items might be evaluated in the future, and how these items would be collected and used. Some of this information should be available from current syllabi, for example.

Standard 4: Met.

The Program Assessment Committee is a great idea. Committee encourages the 3 programs, if they have not already done so, to petition the Provost to let them combine and submit one self-study in future. The Committee also suggests that for future self-assessment and accreditation, the program should include such basic information as how individuals are selected for the committee and how often the committee will meet. The objectives for this committee make sense. It's hard to evaluate the standard because the data has not yet been gathered, but they've developed a plan and a sincere effort to fulfill the standard has been made.

Standard 5a: Met.

Standard 5b: Met.

Standard 6a: Met.

The majority of the syllabi included within their course objectives a statement of which competencies the objectives pertained to—this information would be good to include within a table so that the flow of knowledge is evident. It is there, but could be more apparent.

Standard 6b: Met. The Committee spoke at length about the need to distinguish clearly among department goals, learning goals, and learning objectives, which will be necessary in the accreditation process. This is relevant to Standard 3, as well, since Standard 6 builds on the earlier Standard. Specifically, items 2, 3, and 4 on p. 8 and p. 17 are departmental goals, not learning goals, and don't need to be mapped to competencies.

Standard 7a: Met.

Standard 7b: Met. In what area should the additional faculty specialize?

Standard 8a: Met. It would be helpful to include the sequence and requirements of the program here rather than refer to the catalog.

Standard 8b: Met, but minimally. What does the coordinator do? The labeling of this section is still incorrect.

Standard 9: Not met. In general, this standard requires more data, or a plan to gather the data. How many courses are cancelled, how many are taught by part-time faculty, are all courses offered every semester or is there a rotation plan, how many students who enroll graduate?

Without data to support the assertion that students move through the program quickly, it is not possible to say that a lack of course offerings did not preclude student(s) from graduating in a more timely manner.

Standard 10: Met.

Standard 11: Met.

Standard 12: Met.

Standard 13: Met.

Standard 14a: Not met.

Standard 14b: Not met.

Standard 14c: Not met.

The Committee understands that Marketing cannot analyze data that do not exist. Data are lacking because some of the data required in this Standard has not been a priority for the department or the School of Business, and when data matching this Standard have been gathered, the surveys have been aggregated at the School level and across departments.

However, other aspects of the Standard could be addressed: The plans for instituting various surveys on a routine basis could be articulated, as well as plans for reviewing and implementing changes based on the information gleaned from them. What plans are in place to gather data in the future? This is partially addressed in an appendix showing an assessment timeline for MKT 200, but should be discussed within the body of the report and similar timelines developed for other kinds of data. What process is in place or planned for review and discussion of data so it can be used to implement changes? The report mentions results but not whether the results have been used to make changes to the program or courses? How is available information put into action?

Standard 15: Met.

Standard 16: Met.

Standard 17: Met.

Respectfully submitted,

Susan Clerc

University-Wide Impact Committee  
Minutes 2/2/12

**Present**

P. Beals, JWA. Fullmer, K. Gatzke, E. Keenan, K. Laing, L. Lancor, H. Lockwood, J. Mills, B. Nakamura, W. O'Brien, A. Reynaga, M. Shea, M. Talhelm, D. Weiss

**Absent**

P. Beals, A. Marsoobian, J. Mielczarski, J. O'Hara, T. Regan, W. Yu

**Special Guest:** M. Hartog, UCF Chair

**I. Call to Order**

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

**II. Old Business**

**TABLED LEP COURSE PROPOSALS**

MAT 260 Geometry and the Arts (T2 CD)

Motion to approve: J. Mills, seconded M. Talhelm

Motion passed 9-0-1

**III. New Business**

At the behest of the UCF chair, M. Hartog, the standing committee discussed the request by Dr. Terese Gemme, Honors College Director, to offer HON 290 (Language of the Arts) this summer during the Summer A term session. To get sufficient enrollment, the Honors College was proposing that enrollment be open 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. After some discussion, the matter was tabled pending further information.

**LEP COURSE PROPOSALS**

EDU 206 Principles of Early Childhood (T2 SSCC)

Motion to Revise with major revision by D. Weiss, seconded J. Fullmer

Motion passed 10-0-1

THR 227 Oral Interpretation of Oral Poetry and Prose

Motion to approve with minor revision by W. O'Brien, seconded M. Shea

Motion passed 10-0-1

THR 228 Shakespeare Workshop (T2 CD)

Motion to approve with minor revision by M. Shea, seconded W. O'Brien

Motion passed 10-0-1

**IV. Adjournment**

The meeting adjourned at 10:50 am

Minutes prepared by Byron Nakamura

Southern Connecticut State University  
Writing Across the Curriculum Committee  
Meeting Minutes  
January 19, 2012

1. In attendance: Kim Lacey (Chair of WACC and Interim Director of WAC Program), Marie B. McDaniel, Maria Diamantis, Karen Burke, Sanja Grubacic, Astrid Eich-Kroh, Thomas Ferruccio (ex-officio), Steven J. Corbett (ex-officio)
  - a. Elena Schmidt participated electronically
2. Update from Chair – Kim Lacey
  - a. Discussion about the Re-evaluation process for W-courses in order to assess the Writing Across the Curriculum Program over time
    - i. How often should a course or faculty member be re-evaluated for teaching a W-course? The committee agreed, that every third time a faculty member teaches a specific W-course that she/he has been approved for a re-evaluation should occur
    - ii. The specifics about the re-evaluation process will be discussed and finalized this semester
  - b. Discussion about the new chair for the WAC committee:
    - i. The chair of the WAC committee serves for two years and is elected by the committee members.
    - ii. The committee agreed that for scheduling and training purposes it is best to vote for a “chair-elect” at the end of the fall semester before the new chair starts the position. This means that the chair can introduce the chair-elect to the duties of the office during the spring semester.
    - iii. Problem: this action requires that the chair-elect has to be determined during the first year as a committee member otherwise a chair might have to leave the position after one year if the person is not re-elected to the WAC committee. Kim will discuss this issue at the Steering committee meeting to get clarification on how to proceed in accordance with UCF guidelines.
3. Update from Writing Center – Thom Ferrucci
  - a. New statistics will be discussed at the next meeting.
4. Writing Contest
  - a. Tabled for the next meeting
5. Proposal Review: Hodes PSY 431
  - a. Tabled for the next meeting – missing signature page.

Meeting adjourned at 10:50 AM

Respectfully submitted by Astrid Eich-Kroh

Liberal Education Program Committee Meeting

Wednesday, January 25, 2012

3:25-4:45 Math Conference Room EN D 122

Meeting Minutes

Present: Wendy Hardenberg (recording), Elliott Horch, Joe Fields, Wes O'Brien, Liz Keenan, John DaPonte, Polly Beals, Deb Weiss (Chair), James Tait, Marianne Kennedy, Marty Hartog, Kim Laing

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- Meeting was called to order at 3:30 p.m.
- Minutes of 1/18/12 were approved unanimously.
- Announcements
  - Deb reminded the committee that Winnie Yu will attend the February 1<sup>st</sup> meeting to for an update on Technological Fluency.
- Old Business
  - Update from Polly regarding Southern's relationship with the community colleges: Bruce is trying to get the transfer bank into an online format as it is currently still just a spreadsheet.
- New Business
  - Transfer students
    - Transfer credits – from Appendix A (see below) – discussion regarding limits on number of Tier 2 courses that may receive credit (“waived”)
      - Deb asked the committee whether only transferring up to 36 credits was adequate and reasonable. Consensus seemed to be yes.
      - Jim inquired whether or not the Tier 2 courses that transfer students have to take are constrained. Deb noted that the 36 credits are not automatic and students are unlikely to have them all waived often. John pointed out that often more than half of the courses that students take at community colleges tend to be in their major and so there is no problem if we say “up to 36.” Liz replied that good advising will lead to general education requirements being fulfilled, and so we want to be transparent about our process for the sake of the good advisors. John granted that some disciplines will have problems while others will not.
      - Jim asked whether a transfer student with an Associate of Arts would still have to take 3 LEP courses. According to the document, the answer is yes. Liz pointed out that it is typical for students to have to take at least some general education classes when transferring, so that is not a problem. Other students will come in with a lot of credits, but most of the credits transfer in as electives because the students were preparing for jobs rather than furthering a university education, and that situation is explained to them.
      - Deb asked whether SCSU is at a disadvantage as far as what we require from transfer students. Liz replied that Social Work transfer numbers are actually increasing. Deb asked about the rumor that we

are less friendly for transfers, but Liz stated that she had not heard that rumor. Polly noted that the disadvantage is only anecdotal and we should make sure we have real data, specifically: 1) how we compare to the other CSU schools on how much general education is waived; 2) how many credits we require for our programs vs. how many they require; 3) whether we have a clear rationale for our policy if we are different. Since administration is focused on numbers, we need to be clear about why we're taking our position.

- Polly then went on to mention the fact that SCSU is still admitting students into the university and the LEP after the start of the semester, which is wreaking havoc on their schedules and raises the question of numbers vs. quality of education. Deb noted the pressure exerted by declining enrollment and proposed that we ask Marianne why she thinks it has declined—is it difficulty of transfer, a tarnished reputation, or something else for which there is data? Kim pointed out that enrollment goals are set by the enrollment management council and is a university-wide decision, which leads students to be admitted until that goal is met. The lack of classes is based largely on the unpredictability of failures. The targets for Fall 2012 are 1322 new freshmen and 950 transfer students, but there is a question of how many potential students even exist to apply. Marty commented that we are trying to grow our way out of a budget hole, but John countered that there is an approaching drop-off in numbers of Connecticut high school graduations, which means a smaller application pool, but in any case finding classes for late admit freshmen is an old problem not unique to the LEP. Kim pointed out that the LEP structure does make it more difficult, and Polly added that the AUR hid the problem. Deb noted that SCSU seems to be compared to CCSU frequently. Wes commented that high school graduation really is down and there are multiple factors, including competition from private colleges, lowering standards, and admitting more students. However, we should not make things more difficult with the LEP, because the administration and the Board of Regents will be looking at it. Liz asked what it was about the LEP that would make anything more difficult. John said that it was more about the sequencing of courses, since Tier 1 has to come before Tier 2. Liz pointed out that INQ 101 is waived for transfer students.
- Kim then asked why transfers weren't applying in the first place, and suggested that it was because our information isn't good enough for the advisors. Deb pointed out that Central does not have an easy general education program—it has lots of requirements and students lose time there just like here. John said that Central apparently waives requirements, like foreign language, more readily than Southern. Marty looked up Central's program online and revealed that they have 44-46 credits not including foreign language. Polly remarked on the '80s datedness of that curriculum. Liz asked how we should communicate with community colleges about LEP in order to be proactive about fall numbers. Deb brought the discussion back to the transfer bank and resources, because that communication is not up to us. People need to be in these positions doing this work for seamless integration, which means they need funding. Liz asked where we

wanted to prioritize the resources, because we want a pipeline, so we need to figure out how to communicate and make it accessible. Elliott pointed out that LEP is hierarchical, unlike Central's general education program, but this is the program we voted for and we favor it.

- Deb reiterated that we have nothing but consensus on the issue of transfers taking at least two Tier 2 courses plus the Tier 3 capstone course. Marty asked whether an Associates degree absolved a student of general education in the AUR, and the answer was no. The compact agreement only guarantees 30 general education credits.

- Guest – Interim Provost Kennedy – answers to focus questions
  - Marianne told the committee that the top priority of the Board of Regents is transferability, that students need a seamless experience from Community Colleges to the CSU schools. There is a draft proposal currently under consideration that says: 1) by July 1, 2012, a student with an Associates degree in liberal arts will come into a CSU with junior status and a minimum of 36 general education credits; 2) there will be an articulation of progress for the top ten majors to ensure timely graduation (i.e. student should be able to start anywhere in system and finish anywhere in the system in 4 years); 3) Bachelors degrees would get capped at a maximum of 128 credits and L.A.S. degrees at 66 credits. There is also proposed legislation around teacher education, for example having student teaching last for a year. Since we don't even have a common understanding of general education among the institutions, that might be a good first conversation. SCSU does not want to go back to a distribution model when we've finally transferred to a competency model that is better for workplace development. We want to present a new plan with a more reasonable timeline involving data-driven progress. Feedback must be given by February 1st, then the new document will be distributed to faculty, then to the Academic Affairs committee of Regents who will work with a faculty advisory committee, then there will be open meeting(s) for faculty feedback. The Board wants to approve whatever plan there is at their March meeting. Some Community Colleges are really interested in creating Critical Thinking and Technological Fluency courses, but we may need to make some compromises too. The top ten major initiative is not reasonable in such a short time period, although maybe the top 5 could be explored the next year. Intentions are good, but most on the Board have no idea how a university works or how curriculum gets developed because they're business people. The Board needs to be educated, but we can be open to some of their ideas. Our program is good which means we can have influence because we spent a lot of time thinking this through. Even the Community Colleges are different despite their common course numbering system. We should think about who our campus representatives will be.
  - *How will the shortage of Spanish sections for freshmen be addressed by the administration for next year's classes?*
    - The World Languages and Literatures Department did not request bond funds for mobile lab equipment, but they could.
    - Students tend to come in with 3 years of Spanish, but then they want to take SPA 100 instead of SPA 101—maybe we could have a summer brush-up program so they feel more confident. Marty commented that

a summer program that ended with the possibility of taking the STAMP test would be great.

- There are faculty searches open right now in Spanish and French.
- *How will the necessary resources for coordination of LEP, FYE, and Academic Advising during winter break and summer session be provided?*
  - By creative reallocation of resources.
- *When will the full-time position requested by FYE be filled?*
  - We already have to give back approximately \$700,000 back, so this is not at the top of the priority list. A new position is probably not going to happen next year, but that doesn't mean we can't think about internal reorganization. The administration understands resources are needed.
- *What funds will be provided to appropriate faculty to complete the transfer bank?*
  - Faculty are needed to make the decisions, but a graduate assistant could do the actual coding and input. John reminded the committee that UConn and Middlesex need to be added. Marianne said that something would be figured out. Liz noted that it would be much more welcoming if prospective students and advisors could just go online and see how things transfer. Polly said that Community Colleges want an interactive Banner interface for the transfer bank. The data are there, so we just need to communicate what is in the degree evaluations. Liz asked if we could give community college counselors the HTML code that would let them see blank degree evaluations, and the answer was yes. John pointed out that we had done workshops for faculty advising in the LEP, so maybe we should do the same for community college counselors. It would be a nice gesture to go to them.
- *Are there still funds available for faculty to create new Tier 2 courses (grant)?*
  - Yes, Bonnie is coordinating that.
- *What financial resources will be available for assessment?*
  - We didn't get to this question.
- *What do you see as the primary measures that should be addressed globally for the LEP?*
  - We didn't get to this question.
- *Why are our enrollment numbers down?*
  - There are multiple reasons, including simple demographic change, bad press from the issues that occurred at Southern over the past few years, the perception that we are difficult to transfer into by the community colleges, private colleges that offer funding for students
  - Deb pointed out that from that list, the only thing really under our control is communication with the community colleges.

- Meeting adjourned at 4:42 p.m.

Liberal Education Program Committee Meeting  
Wednesday, February 1, 2012  
3:25– 4:45pm, Math Conference Room - EN D122  
Meeting Minutes

Present: Nicole Henderson, Wendy Hardenberg (recording), Rich Kustin, Kim Laing, Liz Keenan, Elliott Horch, John DaPonte, Winnie Yu, Polly Beals, Wes O'Brien, Elsie Okobi, James Tait, Deb Weiss (Chair), Joe Fields

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- Meeting was called to order at 3:28 p.m.
- Minutes of 1/25/12 were approved.
- Announcements
  - The World Languages & Literature Department is seeking bond funding for virtual labs.
- Committee and Ad Hoc reports
  - Winnie Yu – Technological Fluency update
    - Everything is generally going well.
    - There were 6 courses in Fall 2011, comprising 41 sections, consisting of 830 seats, and all but 6 sections were closed.
    - There are 6 courses in Spring 2012, comprising 55 sections, consisting of 1148 seats, and all but 4 sections are closed.
    - The Computer Science, Communication, Geography, Physics, and Women's Studies departments are participating in Technological Fluency at this time.
    - Course were developed during Summer 2011, and now assessment is being developed. The TF committee is working with Michael Ben-Avie; a rubric to assess students' competency was put together near the end of the Fall 2011 semester. Random samples of student work were collected starting in November 2011 in order to test the rubric. Individual instructors decide how the different learning outcomes will be demonstrated.
    - The next thing to address is a Technological Fluency waiver exam.
  - Nicole Henderson – FYE and advising updates:
    - The FYE office received 150 emails regarding add/drop issues and met with 75 students who needed advising before the end of the add/drop period. Those students usually were experiencing multiple difficulties and the fact that the LEP forced them into contact with their support system was a good thing.
    - Despite all efforts, many students are still in Tier 2 courses because of their individual, complicated situations that made it impossible to do otherwise.
    - Students who failed Critical Thinking were placed in different Critical Thinking classes this semester, which raises the issue of grade replacement. Failure of Critical Thinking is typically a matter of study habits or outside problems rather than preparation deficiencies. The committee briefly discussed some issues surrounding grade replacement for Critical Thinking, including how difficult it was to get

the current grade replacement policy passed and whether it was fair for some students to have access to the same class and thus grade replacement while others did not.

- In sum, 40-50 students failed INQ, 101 ~130 failed Critical Thinking, and ~12 failed just about everything.
- The committee furthered its discussion on ways around grade replacement for Critical Thinking. Shell courses (e.g. CT 101) were deemed feasible and would allow the registrar to make Critical Thinking a prerequisite. However, this solution was also viewed as somewhat radical, had been previously rejected, and might not be palatable the participating departments.
- It was decided to maintain the status quo and make effort to have courses available. If this isn't possible, students can take another CT course and can still retake the failed course at another time for grade replacement.

- New Business

- A discussion of the request from the Nursing Department regarding a waiver of Tier 2 Mind & Body for nursing majors was begun, but there was not enough time to explore the matter fully.

- Meeting adjourned at 4:37 p.m.

Respectfully submitted,

Wendy Hardenberg

Undergraduate Curriculum Forum  
Notifications Management Committee Minutes  
February 2, 2012

Present: Cindy Simoneau (Chair), Laura Bower-Phipps, Jen Cooper, Margaret Das, Corey Hannah, Erin Larkin (Alt), Sobeira Latorre, Nuncia Moniello, Derek Taylor, Sophia Myers (UCF Secretary)

Absent: Sean Grace (Alt), Jingjing Liu, Elizabeth Rodriguez-Reyes

Meeting called to order at 9:35am

**Old Business**

New Course Proposal

ART 106 - Critical Thinking in the Visual Arts \*

Motion to approve:

Motion: S. Latorre; M. Das

Motion passed: 7-0-1

Revised Course Proposal

MIS 380 – Cloud Computing for Business

Motion to approve:

Motion: M. Das; C. Hannah

Motion passed: 8-0-0

**New Business**

New Course Proposal

HIS 367 – The 20<sup>th</sup>-Century World \*\*\*

Motion to approve: **Pending Clarification**

Motion: S. Latorre; L. Bower

Motion passed: 8-0-0

Revised Course Proposals

ANT 376 – Anthropology of Education

Motion to approve:

Motion: D. Taylor; C. Hannah

Motion passed: 8-0-0

GEO 311 – The United States and Canada

GEO 325 – Latin America

Motion to approve:

Motion: M. Das; C. Hannah

Motion passed: 8-0-0

Meeting Adjourned 10:30

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Tier 1 \*

Tier 2 \*\*

Tier 3 \*\*\*

**Bylaws**  
**University-Wide Impact Committee**  
**Southern Connecticut State University**

**University-Wide Impact Committee** (UWIC), as a sub-committee of the Undergraduate Curriculum Forum (UCF), has the following responsibilities:

- Receive and evaluate new and revised course and program proposals having University-wide impact.
- Receive and evaluate proposals and make recommendations concerning courses and (curricular) issues that have University-wide impact and mediate conflicts connected with those issues.
- Encourage dialogue and support faculty activities related to University-wide curricular issues.
- Encourage, recommend, or propose policies for curricular issues and innovations that have University-wide impact.
- Upon request, provide assistance to departments and individuals in preparing proposals.

### **I. Membership**

- A. Membership and election of the Chair shall follow the UCF bylaws.
- B. UWIC membership shall be determined during the first meeting of the academic year according to UCF bylaws.

### **II. Meeting Schedule**

- A. UWIC shall meet at least monthly during the academic year.
- B. At the discretion of the Chair, a meeting may be conducted via electronic correspondence when a face-to-face meeting is not possible and when it is necessary to meet.

### **III. Quorum**

- A. 50% of all voting UWIC representatives plus one constitutes a quorum.
- B. The Chair shall inform members whether a quorum is present before voting takes place.

## **IV. Rules of Order**

- A. Robert's Rules of Order, latest edition, shall govern proceedings of UWIC.
- B. Where the bylaws deviate from Robert's Rules, the bylaws shall govern.

## **V. Voting**

- A. Upon the request of any member, voting on any substantive motion shall be by secret ballot. The chair shall appoint tellers to conduct the ballots.
- B. No absentee ballots or proxies shall be permitted for UWIC business.
- C. When a meeting is conducted via electronic correspondence, the chair will set a deadline for receiving votes on motions put forth. If any UWIC member objects to voting electronically, the electronic vote shall not take place.

## **VI. Order of Business**

- A. The order of business at UWIC meetings shall be:
  - 1. Meeting called to order
  - 2. Announcements
  - 3. Old Business
  - 4. New Business
- B. Any member of the University Community shall have the right to request consideration of additional items for the agenda, in writing, to the Chair.

## **VII. Rules of Procedure**

The following rules shall govern the normal business of UWIC.

- A. The agenda, insofar as possible, shall be delivered electronically to UWIC members at least two days prior to the meeting at which it is to be presented.
- B. Any major policy statement or document developed by UWIC and approved by the UCF shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.
- C. Approved minutes shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.
- D. The latest version of the bylaws shall be reproduced in its final form and provided to the UCF office for recommended archival on the UCF web site.

## **VIII. Amending Bylaws**

When considering a bylaws change or amendment, UWIC members shall be notified in writing at least one week in advance of the meeting. A two-thirds majority vote in favor of the proposed change shall be sufficient to recommend a change or amendment to the bylaws, as long as a quorum is present.

**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 Introductory Certificate in Accounting

Contact Person Dr, Janet Phillips Department Accounting

Phone 203 392 5698 E-mail Phillipsj1@southernct.edu

Campus Address SEA 212

Complete the following *before* submitting the proposal to UCF

Department Votes: For \_\_\_\_\_ Against \_\_\_\_\_ Abstain \_\_\_\_\_

\_\_\_\_\_  
Chairperson, Department Date

\_\_\_\_\_  
Chairperson, Dept. Curriculum Comm. Date

\_\_\_\_\_  
Chairperson, School Curriculum Comm. Date

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

\_\_\_\_\_  
Chairperson, Subcommittee Date

\_\_\_\_\_  
Chairperson, UCF Date

\_\_\_\_\_  
Academic Vice President Date

\_\_\_\_\_  
<<Other Signature and title>> Date

\_\_\_\_\_  
<<Other Signature and title>> Date

**DATE OF REVISED PROPOSAL**

Date of 1<sup>st</sup> revised proposal \_\_\_\_\_

Date of 2<sup>nd</sup> revised proposal \_\_\_\_\_

**UNDERGRADUATE CURRICULUM FORUM  
NEW PROGRAM PROPOSAL - SUMMARY FORM**

Date 10/11/11

**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
- DEGREE 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 Required Courses:

ACC 200 Financial Accounting

ACC 310 Intermediate Accounting I

ACC 220 Managerial Accounting

**CATALOG/PROGRAM DESCRIPTION**

*Please provide the New Program description. This information is used for preparing the catalog. Please attach additional sheets if needed.*

DEPARTMENT -- Accounting

SPECIALIZATION(S) (IF APPLICABLE)\_\_\_

**CATALOG DESCRIPTION**

The Introductory Certificate in Accounting Program is designed for individuals interested in pursuing a career in accounting who currently hold a Bachelor's degree from a regionally accredited college in a discipline other than accounting. Students in the program take three required courses for a total of 11 credit hours. This certificate provides the foundation for the Intermediate Certificate of Accounting. A maximum of one course may be transferred from another university. All credits may be applied towards a bachelors degree in Business Administration. Suggested plan for completing the Introductory Accounting Certificate Program:

<u>Summer A</u>	<u>Summer B</u>	<u>Summer C</u>
<u>ACC 200</u>	<u>ACC 310</u>	<u>ACC 220</u>

## 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 Introductory Certificate in Accounting Program is proposed in response to tremendous interest in accounting careers by individuals who currently hold a bachelors degree in another discipline. The Introductory Certificate provides the prerequisite courses necessary for acceptance into the Intermediate Certificate in Accounting which is 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 Certificate in Accounting Programs (Introductory, Intermediate and Advanced) are 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-profits 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 in Accounting Programs 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 Introductory Certificate in Accounting Program should possess:

- conceptual understanding and current technical accounting knowledge necessary to serve as a basis for the Intermediate Certificate in Accounting Program.
- technical accounting knowledge in the areas of Financial Accounting, Managerial Accounting.
- strong skills in using relevant accounting and business related technology.
- 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. Teamwork, written and oral communication skills are necessary to engage in leadership roles in organizations. 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.

**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 Intermediate Certificate in Accounting

Contact Person Dr, Janet Phillips Department Accounting

Phone 203 392 5698 E-mail Phillipsj1@southernct.edu

Campus Address SEA 212

Complete the following *before* submitting the proposal to UCF

Department Votes: For \_\_\_\_\_ Against \_\_\_\_\_ Abstain \_\_\_\_\_

\_\_\_\_\_  
Chairperson, Department Date

\_\_\_\_\_  
Chairperson, Dept. Curriculum Comm. Date

\_\_\_\_\_  
Chairperson, School Curriculum Comm. Date

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

\_\_\_\_\_  
Chairperson, Subcommittee Date

\_\_\_\_\_  
Chairperson, UCF Date

\_\_\_\_\_  
Academic Vice President Date

\_\_\_\_\_  
<<Other Signature and title>> Date

\_\_\_\_\_  
<<Other Signature and title>> Date

**DATE OF REVISED PROPOSAL**

Date of 1<sup>st</sup> revised proposal \_\_\_\_\_

Date of 2<sup>nd</sup> revised proposal \_\_\_\_\_

**UNDERGRADUATE CURRICULUM FORUM  
NEW PROGRAM PROPOSAL - SUMMARY FORM**

Date 10/11/11

**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
- DEGREE 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 Required Courses:

ACC 311 Intermediate Accounting II

ACC 350 Federal Income Taxation

ACC 461 Auditing

ACC 410 Advanced Accounting

**CATALOG/PROGRAM DESCRIPTION**

*Please provide the New Program description. This information is used for preparing the catalog. Please attach additional sheets if needed.*

DEPARTMENT -- Accounting

SPECIALIZATION(S) (IF APPLICABLE) \_\_\_\_\_

**CATALOG DESCRIPTION**

The Intermediate Certificate In Accounting Program is designed for individuals interested in pursuing a career in accounting who have completed the Introductory Certificate in Accounting Program (or equivalent courses) and currently hold a Bachelor's degree from a regionally accredited college in a discipline other than accounting. A maximum of one course may be transferred from another university towards the intermediate certificate. All credits earned in the intermediate certificate may be applied towards a bachelors degree in Business Administration.

Students in the program take four required courses for a total of 13 credits. Together with the 11 credits earned in the Introductory Certificate Program, these courses consist of 24 semester hours of accounting -- the minimum to sit for the CPA examination in Connecticut. (Please note Connecticut also requires 22 credits in general business

courses, in addition to accounting courses) to sit for the examination. To be certified, 150 total credits hours are required with minimums of 36 hours in accounting, 30 hours in general business and 60 hours in general education credits.)

Suggested plan for completing the Introductory and Intermediate Certificate Program in one year:

Introductory:

<u>Summer A</u>	<u>Summer B</u>	<u>Summer C</u>
<u>ACC 200</u>	<u>ACC 310</u>	<u>ACC 220</u>

Intermediate:

<u>Fall</u>	<u>Spring</u>
<u>ACC 311</u>	<u>ACC 461</u>
<u>ACC 350</u>	<u>ACC 410</u>

## 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 Intermediate Certificate In Accounting Program is proposed in response to tremendous interest in accounting careers by individuals who currently hold a bachelors degree in another discipline. 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 Intermediate 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.