



Curricula & Courses Committee

To: C&C Committee Members

From: Michael Young, Chair

Date: December 18, 2019

Re: Minutes of the Curricula & Courses Committee Meeting held on December 18, 2019

In attendance: Allison Lombardi, Casey Cobb, Joseph Madaus, Ann Traynor, Cara Bernard and Hannah Dostal

1. Minutes from the September, 2019 meeting were unanimously approved (5-0).

2. New Program and Courses

- **American Sign Language Education Program – IBM**

American Sign Language (ASL) Education students must complete a subject area major in ASL consisting of a minimum of 36 credits in courses at the 2000 level or above in the field of concentration. A minimum of 24 credits in American Sign Language and up to 12 related credits. Up to six credits in 1000-level courses may be included with prior consent of the faculty advisor. Requirements include the following proficiency development courses or equivalents: ASLN 1001, 1002, 1003 and 1004. And, at least nine credits of the following literature courses or equivalents: ASLN 3650, ASLN 3360, and ASLN 3254. And, at least twelve credits of the following culture and civilization courses or equivalents: LING 2850, ASLN/WS 3254, ASLN 3298, ASLN/LING 3800, LING 3850. It is strongly recommended that students complete a maximum number of courses in their major language, seize all opportunities to develop control of, ASL, and pursue meaningful placement in an ASL rich environment at the earliest possible time. ASL Education majors must also complete the following Professional Education Requirements: EDCI 3100/W, 3215, 4010, 4205W, 4250 (nine credits); EGEN 3100, 4100, 4110; EPSY 3010, 3110, 3125, 4010; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

APPROVAL BY DEPARTMENT	December 16, 2019
APPROVAL BY C&C COMMITTEE	December 18, 2019
APPROVAL BY FACULTY COUNCIL	January 31, 2020

- **American Sign Language Education Program – TCPCG**

The Teacher Certification Program for College Graduates (TCPCG) Master's program is intended for students who have already completed an undergraduate degree in a major unrelated to education. Alternatively, students can enter the program for reasons other than standard teacher preparation. This route is available, for example, to individuals who are already teachers and may be seeking additional certification. Applicants to the program must have a bachelor's degree from a regionally accredited institution and 39 semester hours of coursework that meets five of six of the following areas: (1) English; (2) Natural Sciences; (3) Mathematics; (4) Social Studies; (5) Foreign Language; or (6) Fine Arts. Applicants must have a three-semester hour U.S. History survey course. Additionally, applicants must complete a subject-area major in American Sign Language (ASL), which includes a minimum of thirty-six (36) credits. A minimum of twenty-four (24) credits in ASL and up to twelve (12) credits in related areas. It is strongly recommended that students complete a maximum number of courses in their major language, seize all opportunities to develop control of ASL, and pursue meaningful placement in an ASL rich environment prior to admission. Teacher candidates in ASL are required to pass the American Sign Language Proficiency Interview (ASLPI) before they can be recommended for state certification.

Requirements for American Sign Language (ASL) Education students in the TCPCG program include the following Professional Education Requirements: EDCI 5060, 5065, 5070, 5080, 5108, 5085, 5825, 5090, 5050, 5830, 5092, 5875, 5055, and a 3-credit content area elective.

- The Committee agreed that there is a growing interest and demand in ASL.
- A motion was made by Allison Lombardi to approve the 2 ASL programs and seconded by Ann Traynor. A unanimous vote was given, with Hannah Dostal abstaining (4 yes, 0 no, 1 abstain). We also secured an electronic vote from Mike Young so the final result was 5 votes in favor (5-0-1).

APPROVAL BY DEPARTMENT	December 16, 2019
APPROVAL BY C&C COMMITTEE	December 18, 2019
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- **EDLR 2XXX: Introduction to Service Learning**

Introduction to Service Learning will engage students in discussions and discourse in classroom sessions and direct-action service in their local communities. Service learning as a pedagogy aims for students to actively participate in curricula designed to challenge them to critically examine societal values and beliefs connected to community engagement. Additionally, service learning pushes students to explore the role of community engagement as civic responsibility and analyze the connection between civic responsibility and a healthy democracy. Through the intentional integration of classroom and community-based teaching and learning, this course will allow for students to expand upon knowledge of self, others, and the larger society. This course will also provide the opportunity for students to take part in an established UConn service learning program as a means to connect classroom learning with experiential learning.

- A motion was made by Allison Lombardi and seconded by Ann Traynor to approve this course. All voted in favor (5-0) to approve pending clarifications from Danielle DeRosa on the following (via email to Danielle from Casey Cobb):

1. Service learning 20-hour project:

- The Committee wondered about how the 20-hour service learning experiences were going to be coordinated. We assumed it would be you (the instructor) who would work with the student to arrange a service learning project or at least coordinate with UCONN Community Outreach for any open slots. To what extent do you think you will place students through UCONN Community Outreach? We wondered if you should name them explicitly in the syllabus or course description, so students are aware of that resource ahead of time.
- If you are working with Community Outreach for the 20-hour service learning projects, can they accommodate this demand for 20 hour projects? Just curious as we are familiar with longer term projects through them.
- Would it help if students knew ahead of time from the course description or syllabus that travel may be provided for them to participate in their outreach projects? This may not be the case or you couldn't promise it—which is okay—but we thought that might be an issue for students regardless. Another reason to consider naming Community Outreach in the syllabus is it might signal to students that travel will (possibly?) be made available.

2. Important - Grading scale:

- Please change the grading scale in the syllabus to align with the University's grading scale. Right now the syllabus has "70 or below=F".

APPROVAL BY DEPARTMENT

December 6, 2019

APPROVAL BY C&C COMMITTEE

December 18, 2019 (approval given pending clarifications and updated syllabus.) Revised CAR received on 1/3/2020.

APPROVAL BY FACULTY COUNCIL

January 31, 2020

- **Spanish Language Education major and French Language Education – IB/M**

Previously, the subject area major requirement was 36 credits required with at least 24 credits in the subject and up to 12 related credits. This has changed to 36 credits required with at least 30 credits in the subject and up to 6 related credits.

- A motion was made by Cara Bernard to approve this change. Allison Lombardi seconded the motion. All members voted in favor (5-0).

APPROVAL BY DEPARTMENT

November 11, 2019

APPROVAL BY C&C COMMITTEE

December 18, 2019

APPROVAL BY FACULTY COUNCIL

January 31, 2020

- **Bilingual and Bicultural Education**

Please change 'bilingual and bicultural education' to 'bilingual and multicultural education' on these web pages:

<https://gradcatalog.uconn.edu/academicprograms/sixth-year-diploma-in-professionaleducation/>

<https://gradcatalog.uconn.edu/academicprograms/curriculum-and-instruction/>

- A motion was made by Ann Traynor to approve this change pending formal clarification through GPAR as to which specific programs this refers to. Allison Lombardi seconded the motion and all members voted in favor to approve (5-0).
- After the meeting, Casey Cobb received email clarification from Liz Howard that this refers to the Sixth Year, Masters and PhD Programs. She will update GPAR.

APPROVAL BY DEPARTMENT October 29, 2019

APPROVAL BY C&C COMMITTEE December 18, 2019 (approval given pending clarification in GPAR on program names)

APPROVAL BY FACULTY COUNCIL January 31, 2020

- **EPSY 1460: Critical and Creative Thinking in the Movies**

Topics such as logical fallacies, influence, metacognition, problem solving, creative genius, personality, and motivation will be explored. Students will use readings and films to investigate the role and application of these topics on critical thinking and creativity.

- The Committee discussed the list of required films and were concerned about the lack of diversity. Also noted was the fact the final exam was in multiple choice format which may deviate from fostering critical or creative thinking.
- Allison Lombardi made a motion to approve this course and Hannah Dostal seconded. All members voted in favor (5-0) with a notation that the Committee will offer a recommendation to revisit their film list and consider expanding upon cultural and racial diversity.
- Casey Cobb emailed James Kaufman and Johanna Tiarks who were fully receptive to this recommendation and had already made some changes to the list of movies.

APPROVAL BY DEPARTMENT December 13, 2019

APPROVAL BY C&C COMMITTEE December 18, 2019 (approval given with recommendation to revisit film selection)
Updated syllabus received on 12/23/19.

APPROVAL BY FACULTY COUNCIL January 31, 2020

3. Meeting adjourned at 11:00am.