

# UConn

## NEAG SCHOOL OF EDUCATION

### Curricula & Courses Committee

To: C&C Committee Members

From: Michael Young, Chair

Date: March 20, 2020

Re: Minutes of the Curricula & Courses Committee Meeting held on March 18, 2020

In attendance: Cara Bernard, Allison Lombardi, Casey Cobb, Jason Irizarry, Richard Gonzales, Tom Levine, Ann Traynor, and Mike Young

---

- *The meeting began at 10:01am. All members were present (via WebEx).*
- 1) Minutes from the December, 2019 meeting were approved.
- 2) Revised Courses – The Department of Educational Leadership has submitted the following 9 Course Action Request forms noting ‘content of course is not changing, we are updating course title and description as they have not been updated in years’.
- *Mike Young suggested to the committee to bundle the following 9 EDLR Course Action Requests forward for a vote, Tom Levine moved the motion, Casey Cobb seconded and all 9 CARs passed unanimously (7-0).*

<b>APPROVAL BY DEPARTMENT:</b>	<b>March 5, 2020</b>
<b>APPROVAL BY C&amp;C COMMITTEE:</b>	<b>March 18, 2020</b>
<b>APPROVAL BY FACULTY COUNCIL:</b>	<b>April 24, 2020</b>

- a) **EDLR 5102. Assessment, Evaluation, and Research in Student Affairs I** *(Current Catalog Copy)*
- . 3 credits
  - . Prerequisites: Open only to Higher Education and Student Affairs M.A. students; instructor consent required
  - . Grading Basis: Graded
  - . The role of assessment and evaluation to address current student affairs issues in higher education settings. Focus on skill development in problem identification, research question formulation, qualitative design, interview protocol development, and critique and applications of professional literature.

**EDLR 5102. Foundations of Assessment in Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- . 3 credits
- . Prerequisites: Open only to Higher Education and Student Affairs M.A. students
- . Grading Basis: Graded

- . An introduction to research and evaluation methods in higher education institutions, and to the practice of assessment in Student Affairs. Focus on conceptualization and design, literature reviews, and ethical considerations in assessment. Open to HESA students only.

**b) EDLR 5103. Assessment, Evaluation, and Research in Student Affairs II** *(Current Catalog Copy)*

- . 3.00 credits
- . Prerequisite: EDLR 5102; open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . Application of assessment and evaluation research methodologies to address genuine problems in student affairs contexts. Focus on development of theoretical framework, quantitative methods, reporting results, and formulating recommendations for improving practice and policy.

**EDLR 5103. Assessment Practice in Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- . 3.00 credits
- . Prerequisite: EDLR 5102; open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . Implementation of assessment and evaluation designs to address problems in higher education institutions. Focus on data collection and analysis, and communicating findings for improving policy and practice. Open to HESA students only.

**c) EDLR 5105. Structured Group Dialogue in Student Affairs** *(Current Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required
- . Explore basic approaches to structured intergroup and intragroup dynamics and implications for personal and educational development of students and student affairs professionals

**EDLR 5105. Structured Dialogue in Student Affairs** *(Proposed Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required
- . Explore basic approaches to intragroup and intergroup dynamics and implications for personal and educational development of students and student affairs professionals.

**d) EDLR 5107. Resource Management in Student Affairs Administration** *(Current Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . Analysis of higher education resource development and management with an emphasis on issues in student affairs administration; including, financial management and analysis, human resource management, and management of information technology resources.

**EDLR 5107. Resource Management and Organizational Theory in Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.

- This course explores organization and administration in higher education and student affairs with a focus on managing institutional resources.

**e) EDLR 5108. Leadership Challenges in Higher Education** *(Current Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- Application of leadership theory to challenges faced by higher education professionals. By developing critical thinking and problem solving skills, students will learn to identify a crisis, provide leadership for crisis management, and utilize methods of managing communication regarding incidents.

**EDLR 5108. Transformational Leadership in Higher Education** *(Proposed Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- This course will focus on leadership theory and research within the higher education context and the role leaders have in organizational transformation. A particular emphasis will be on the role of social, political, and organizational factors that shape institutional leadership within current and future trends of higher education.

**f) EDLR 5117. The College Student** *(Current Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students.
- Characteristics of today's college students. Student behavior theory. Impact of college on students.

**EDLR 5117. College Student Development: Theory and Practice** *(Proposed Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required
- This course examines a range of theories related to student learning, growth, and development during the college years. While the course explores the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice, it focuses on theories from constructivist, critical, and post structural paradigms.

**g) EDLR 5119. The Law, Ethics, and Decision Making in Student Affairs** *(Current Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students.
- Survey of case law and statutory provisions related to higher education with a focus on student affairs administration. Students will develop an understanding of ethical decision-making and its application to relevant student affairs scenarios.

**EDLR 5119. Legal Issues and Decision Making in Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- 3.00 credits
- Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required

- . This foundational course examines key components related to the intersections of legal aspects, ethics, and decision-making within the work of higher education/student affairs professionals.
- . This course examines several federal higher education laws and guidelines and how higher education/student affairs professionals use decision making to implement those mandates in their practice.

**h) EDLR 5122. College Student Development: Programs and Services** *(Current Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . History and philosophy of student personnel work related to contemporary and projected student developmental programs and services.
- . Rights, freedoms and responsibilities of students in relation to the college.

**EDLR 5122. Foundations of Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- . 3.00 credits
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . This course provides an overview of the U.S. higher education system through the examination of its history, the field of higher education/student affairs, institutional and organizational structures, public policies, and contemporary issues facing higher education systems, institutions and professionals.

**i) EDLR 5126. Leading Toward a Multicultural Educational Environment** *(Current Catalog Copy)*

- . 3.00 credits.
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students.
- . American higher education continually struggles with issues of difference, particularly racial, ethnic, gender, ability, religion, sexual orientation, and other cultural differences. Course participants are challenged to reflect on their personal experiences and examine their values, beliefs, and attitudes with regard to multicultural difference as a means to deepen a critical understanding of multicultural issues in higher education.

**EDLR 5126. Inclusion and Equity in Higher Education and Student Affairs** *(Proposed Catalog Copy)*

- . 3.00 credits.
- . Prerequisite: Open only to Higher Education and Student Affairs M.A. students; instructor consent required.
- . The purpose of this course is to expose students to critically explore issues of inclusion and equity in higher education and student affairs inclusive of the role of social and historical contexts, the roles individuals (agents) who work in colleges and universities (i.e., faculty and administrators) play in achieving or thwarting inclusion and equity, and our personal and collective responsibility in creating inclusive and equitable college environments.

**3) New Courses**

- *Mike Young called for a vote on the new course – EPSY 5641. Tom Levine moved the motion, Cara Bernard seconded, and it pass unanimously (7-0).*

**a) EPSY 5641. Research Design and Measurement for Data Science**

This 2-credit course covers research design and measurement issues relevant to data science. We begin with an examination of measurement and measurement error, covering reliability, generalizability theory, and validity as an evidentiary argument. We also examine the design of surveys and survey instruments. Next we explore experimental designs, including AB designs as well as factorial designs and experiments with clustered random effects. We discuss theories of causal inference, and learn to identify internal and external threats to experimental validity. Open and reproducible science and ethical conduct of research are themes throughout the course theme.

<b>APPROVAL BY DEPARTMENT:</b>	<b>March 10, 2020</b>
<b>APPROVAL BY C&amp;C COMMITTEE:</b>	<b>March 18, 2020</b>
<b>APPROVAL BY FACULTY COUNCIL:</b>	<b>April 24, 2020</b>

#### 4) Revised Programs

- *Mike Young suggested to the committee to bundle the following 3 program revisions forward for a vote, Tom Levine moved the motion, Cara Bernard seconded, and motion was passed. After discussions began, however, the committee amended this procedure and severed the vote for EDLR and moved the 2 EPSY program for adoption.*
  - *Ann Traynor made a motion to vote on the 2 EPSY Course Revisions. Casey Cobb seconded the motion and it passed unanimously (7-0).*
- *A discussion was then held on the EDCI proposed program changes, specifically fee based versus tuition and what locations will this be offered.*
  - *At the suggestion of Tom Levine, Dr. Gabriel joined the WebEx and explained that if these courses are offered at Storrs or regional campuses, tuition and fees would be charged. When offered at satellite sites, it will be fee based.*
  - *Dr. Gabriel was asked to revise the GPAR to reflect this clarification. Tom, Casey and Mike will assist her with the clarification if needed.*
- *Mike Young then called for a vote on approval of the revision to the program based on the GPAR being amended. Casey moved the motion forward, Ann seconded and it passed unanimously (7-0).*

#### **a) EDCI: Sixth year diploma with concentration in Reading; Master's Degree (EDCI) concentration in Reading**

Change location(s):

- Current location: Storrs
- Proposed locations: Storrs and Avery Point

Change name:

- Old concentration name: Reading
- New concentration name: Literacy Specialist Program

Change tuition or fee structure:

- Current Tuition: Tuition-based
- Proposed Tuition: Fee-based

No change to catalog copy needed. This is an existing program that we would like to offer to cohorts in two remote locations that are designed to meet the needs of each region and engage educators who would not otherwise be able to enroll in a Neag School of Education graduate program.

<b>APPROVAL BY DEPARTMENT:</b>	<b>February 26, 2020</b>
<b>APPROVAL BY C&amp;C COMMITTEE:</b>	<b>March 18, 2020 (approved pending revised GPAR )</b>
<b>APPROVAL BY FACULTY COUNCIL:</b>	<b>April 24, 2020</b>

**b) EPSY: Gifted Education and Talent Development Graduate Certificate**

The current graduate certificate requires successful completion of four three-credit courses, including three required courses and one elective. Required courses: EPSY 5710, 5720, 5740, and at least one elective course: EPSY 5750, 5760, or 5780.

The proposed graduate certificate requires successful completion of four three-credit courses. Required courses: EPSY 5710, 5740, 5760, 5780.

Justification: EPSY 5710 includes content covered in EPSY 5720, so we are removing 5720 from our required courses. EPSY 5760 and 5780 are popular electives that most students elect to take. They are often required for certification in many states where we attract students. Therefore, we are making them required courses. EPSY 5750 is usually not a required course for certification. Aspects of it are included in EPSY 5710. We will continue to offer EPSY 5750 during the summer and spring of the academic year and EPSY 5720 during the summer, but will not keep online versions in the graduate certificate. These changes do not involve adding new courses to the certificate, they simply involve rearranging the required courses while maintaining the program focus and content.

<b>APPROVAL BY DEPARTMENT:</b>	<b>March 2, 2020</b>
<b>APPROVAL BY C&amp;C COMMITTEE:</b>	<b>March 18, 2020</b>
<b>APPROVAL BY FACULTY COUNCIL:</b>	<b>April 24, 2020</b>

**c) EPSY: Giftedness, Creativity, and Talent Development M.A.**

*Current catalog copy:* Master of Arts in Giftedness, Creativity, and Talent Development. The M.A. degree requires satisfactory completion of at least 30 credits maintaining at least a “B” average. The required courses include those listed below; the remaining credit hours come from elective courses approved by the student’s major advisor.

Required Courses: EPSY 5092, 5194, 5601, 5710, 5720, 5750; at least one of the following, at the direction of the major advisor, EPSY 5740, 6770.

Required Examinations: Students must complete required computer-based examinations near the completion of their required coursework. Passing scores on the examinations are required for degree completion.

*Proposed catalog copy:* Master of Arts in Giftedness, Creativity, and Talent Development. The M.A. degree requires satisfactory completion of at least 30 credits maintaining at least a “B” average. The required courses include those listed below; the remaining credit hours come from an elective course approved by the student’s major advisor.

Required Courses: EPSY 5092, 5194, 5601, 5710, 5720, 5740, 5750, 5760, 5780.

Required Examinations: Students must complete required computer-based examinations near the completion of their required coursework. Passing scores on the examinations are required for degree completion.

*Justification:* EPSY 5760 and EPSY 5780 are currently popular electives for students in the program because they provide students with valuable strategies for promoting talent development in classrooms. We believe all of our students should benefit from these courses, and we are adding

them as required courses. We are planning to revise EPSY 6770 to better meet our Ph.D. students' needs, so we will required the Master's students to complete EPSY 5740, rather than select between EPSY 6770 and EPSY 5740. EPSY 5740 is the more appropriate course for our Master's students. The proposed changes to the list of required courses reflect common advisement practices already in effect. This combination of courses also meets the standards developed by the National Association for Gifted Children.

<b>APPROVAL BY DEPARTMENT:</b>	<b>March 13, 2020</b>
<b>APPROVAL BY C&amp;C COMMITTEE:</b>	<b>March 18, 2020</b>
<b>APPROVAL BY FACULTY COUNCIL:</b>	<b>April 24, 2020</b>

- *The meeting adjourned at 10:34 a.m.*