

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Cara Bernard, Chair

Date: March 11, 2021

Re: Minutes of the Curricula & Courses Committee Meeting held on March 10, 2021

In attendance via Microsoft Teams: Cara Bernard, Michele Back, Adam McCready, Allison Lombardi, Jaci VanHeest, and Ann Traynor

- 1) Approval of January, 2021 and February, 2021 meeting minutes
 - *Cara began the meeting at 9:05am. Jaci made a motion to approve the January and February minutes, Michele seconded, and the motion passed unanimously (6-0).*

2) Revised Programs

a) **EDLR: Learning, Leadership, and Education Policy Doctor of Philosophy**

Add new area of concentration to an existing degree or certificate program: Higher Education
Racial Justice and Decolonization

Current catalog copy for Learning, Leadership and Education Policy (Ph.D.):

The Learning, Leadership, and Education Policy Doctor of Philosophy (Ph.D.) program offers three concentrations: Adult Learning, Leadership and Policy, and Sport Management. These three concentration areas provide Ph.D. students with the opportunity to link their professional and academic goals to scholarship, faculty resources, and curriculum that are designed to meet their interests in adult learning, educational leadership, education policy, and sport management. With one concentration primarily focusing on learning theory, one on theories of policy and leadership, and one on management theories students can maintain distinct academic identities while simultaneously applying lenses of social justice and organizational change to their work in and with complex organizations. The Ph.D. program is foremost a research degree designed for those who aspire to conduct and critically apply research in their careers. Students pursuing this degree take on roles as faculty members, researchers, government employees, policy scholars, or organizational leaders. The Ph.D. in Learning, Leadership and Education Policy does not have a related area or foreign language requirement.

Adult Learning Requirements. The Adult Learning Concentration Plan of Study includes 15 credits of core coursework, 12 or more credits in area of concentration and electives, nine or more credits in research design and methods, 15 credits of Doctoral Dissertation credits, completion of a general examination, completion of a successful defense of the dissertation proposal, and successful dissertation defense.

Leadership and Policy Requirements. The Leadership and Education Policy concentration Plan of Study includes 15 credits of core coursework, 12 or more credits in the concentration, nine or more credits in research design and methods, 15 credits of Doctoral Dissertation preparation credits, completion of a comprehensive examination and successful dissertation defense.

Sport Management Requirements. The Sport Management concentration Plan of Study includes 15 credits of core coursework, nine credits in the concentration, nine or more credits in research design and methods, nine or more credits in a cognate area, 15 credits of Doctoral Dissertation preparation credits, completion of general exams and successful dissertation defense.

New catalog copy for Learning, Leadership and Education Policy (Ph.D.):

The Learning, Leadership, and Education Policy Doctor of Philosophy (Ph.D.) program offers **four** concentrations: Adult Learning, **Higher Education Racial Justice & Decolonization**, Leadership and Education Policy, and Sport Management. These **four** concentration areas provide Ph.D. students with the opportunity to link their professional and academic goals to scholarship, faculty resources, and curriculum that are designed to meet their interests in adult learning, educational leadership, education policy, **higher education**, and sport management. With one concentration primarily focusing on learning theory, one on theories of policy and leadership, **one on higher education racial justice and decolonization theories** and one on management theories, students can maintain distinct academic identities while simultaneously applying lenses of social justice and organizational change to their work in and with complex organizations. The Ph.D. program is foremost a research degree designed for those who aspire to conduct and critically apply research in their careers. Students pursuing this degree take on roles as faculty members, researchers, government employees, policy scholars, or organizational leaders. The Ph.D. in Learning, Leadership and Education Policy does not have a related area or foreign language requirement.

Adult Learning Requirements. The Adult Learning Concentration Plan of Study includes 15 credits of core coursework, 12 or more credits in area of concentration and electives, nine or more credits in research design and methods, 15 credits of Doctoral Dissertation credits, completion of a general examination, completion of a successful defense of the dissertation proposal, and successful dissertation defense.

Higher Education Racial Justice and Decolonization Requirements. Higher Education Racial Justice & Decolonization Concentration Plan of Study includes 15 credits of core coursework, 12 or more credits in area of concentration and electives, nine or more credits in research design and methods, 15 credits of Doctoral Dissertation credits, completion of a general examination, completion of a successful defense of the dissertation proposal, and successful dissertation defense.

Leadership and Education Policy Requirements. The Leadership and Education Policy concentration Plan of Study includes 15 credits of core coursework, 12 or more credits in the concentration, nine or more credits in research design and methods, 15 credits of Doctoral Dissertation preparation credits, completion of a comprehensive examination and successful dissertation defense.

Sport Management Requirements. The Sport Management concentration Plan of Study includes 15 credits of core coursework, nine credits in the concentration, nine or more credits in

research design and methods, nine or more credits in a cognate area, 15 credits of Doctoral Dissertation preparation credits, completion of general exams and successful dissertation defense.

- *Cara opened up the floor for discussion. Adam reviewed the rationale for the concentration.*
- *After talking through some questions, the committee agreed to request the following friendly amendments to the GPAR:*
 - ***Streamline the language of concentration requirements in the catalog copy.***
 - ***Submit Appendices.*** *The GPAR referenced appendices A&B, which were not attached with the proposal. Adam McCready was able to share them with us so we could see program competitors, etc. but we'd like to make sure the appendices are submitted for the record.*
 - ***Update EDLR research course listing in Plan of Study to reflect upcoming course changes.*** *Currently, EDLR is phasing out 5607 (Quantitative Methods in Research II) in favor of 5610. We see 5610 is already listed in the list of possible courses to take, so removing 5607 from the plan of study will help avoid having to edit/update this in a couple of years.*
- *Ann made a motion to approve the GPAR pending friendly edits, Jaci seconded, and the motion passed unanimously (6-0),*

APPROVAL BY DEPARTMENT: February 18, 2021

APPROVAL BY C&C COMMITTEE: March 10, 2021 (*pending friendly amendments to GPAR*)

NOTE – Amended GPAR received: March 23, 2021

APPROVAL BY FACULTY COUNCIL: March 26, 2021

- *The meeting adjourned at 9:35am.*