

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: December 14, 2021

Re: Minutes of the Curricula & Courses Committee Meeting held December 14, 2021

In attendance via Microsoft Teams: Jaci VanHeest, Michele Back, Saran Stewart, Adam McCready, Natalie Olinghouse, and Ann Traynor

1) Approval of the November, 2021 meeting minutes and Vice Chair announcement

- *Jaci begin the meeting at 10:04am. She announced that Saran Stewart was voted in to serve as Vice Chair of the C&C Committee. Jaci and Diane will loop Saran into the preparation of meeting materials and processes going forward.*
- *Adam made a motion to approve the November minutes, Ann seconded, and all voted in favor.*

2) New Courses

- *Jaci then suggested bundling the following three items for a discussion/vote – EPSY 6710, EPSY 6730 and EPSY 6780 – as the Committee had reviewed at last month's meeting and asked for some edits to be made. The group agreed that the requested items had been addressed. Saran made a friendly suggestion for EPSY 6730 to add more readings by contemporary authors who deal with anti-racism in this area. Adam made a motion to approve these 3 courses, Michele seconded the motion, and all voted in favor to approve. (6-0)*

a) **EPSY 6710: Conceptions of Human Potential (CAR 21-9624)**

Course Description: Conceptions of Human Potential will focus on a broad approach to understanding potential in various manifestations related to intelligence and giftedness. Central questions will include What is intelligence? What is giftedness? Are the constructs synonymous? How do we promote the talents and gifts among adults and children?

Proposed Catalog Copy:

EPSY 6710 Conceptions of Human Potential

Focus on a broad approach to understanding potential in various manifestations related to intelligence and giftedness.

APPROVAL BY DEPARTMENT: November 5, 2021
APPROVAL BY DEPT. HEADS: November 7, 2021
APPROVAL BY C&C COMMITTEE: December 14, 2021
APPROVAL BY FACULTY COUNCIL: January 28, 2022

b) **EPSY 6730: Contemporary Issues in Giftedness, Creativity, and Talent Development (CAR-21-9625)**

Course Description: Students explore a variety of contemporary issues related to giftedness, creativity, and talent development. Students enhance their identity as a scholar by examining contemporary issues the field is facing through exploring, reading, reflecting upon, and discussing current literature that culminates in a collaborative scholarly product suitable for publication and presentation.

Proposed Catalog Copy:

EPSY 6730: Contemporary Issues in Giftedness, Creativity, and Talent Development
Collaborative study of contemporary issues in the field of giftedness, creativity, and talent development.

APPROVAL BY DEPARTMENT: November 5, 2021
APPROVAL BY DEPT. HEADS: November 7, 2021
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c) **EPSY 6780: Affective Issues in Achievement and Talent Development (CAR-21-9644)**

Course Description: This class examines the social and emotional development of high potential, academically talented and gifted students. The goal is for all doctoral students in this class to understand the broad level of social and emotional challenges, benefits and risks for this population. It is also to understand and investigate various strategies, methods, and counseling models for addressing the social and emotional issues in the lives of gifted and talented students. Finally, each doctoral student will develop advanced knowledge of one specific area in social and emotional development and write an introductory article, suitable for submission for publication, about this area by the end of the semester

Proposed Catalog Copy:

EPSY 6780: Affective Issues in Achievement and Talent Development
Study of social and emotional issues in the development of advanced potential, with emphasis on theory and research regarding these areas of development and implications for services.

APPROVAL BY DEPARTMENT: November 5, 2021
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d) **EDLR 1110: Introduction to Sport Management (CAR-21-10147)**

Course Description: This course is designed to introduce students to the sport industry and the field of sport management.

Proposed Catalog Copy:

Introduction to Sport Management
This course is designed to introduce students to the sport industry and the field of sport management.

- *Jaci reviewed EDLR 1110 and asked for any concerns. Ann made a motion to approve, Adam seconded, and all voted in favor (6-0).*

APPROVAL BY DEPARTMENT: November 15, 2021
APPROVAL BY DEPT. HEADS: November 16, 2021
APPROVAL BY C&C COMMITTEE: December 14, 2021
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e) EDLR 3220: International Sport and Human Rights (CAR-21-10325)

Course Description: This course will investigate and examine current trends and developments as it relates to international sport and human rights. The course will aim to understand, critically engage, and unpack the topics of **sport and human rights, and will also address athlete activism, Olympism, sport and politics, sport for development and peace, and sport diplomacy**. Through the lens of human rights, the course will focus on perspectives and intersectionality related to sport and gender, race, disability, sexual orientation, age, culture, and religion. The course will utilize case studies to explore international sport and human rights around the world particularly through professional sport, Olympic sport, and mega events. The course will facilitate individualized and collective research, applied and experiential work and will foster opportunities for future study abroad and international travel.

Proposed Catalog Copy:

International Sport and Human Rights

The course will aim to understand, critically engage, and unpack the topics of sport and human rights, and will also address athlete activism, Olympism, sport and politics, sport for development and peace, and sport diplomacy.

- *Jaci opened discussion on EDLR 3220. The group agreed the syllabi seemed rather 'thin'. Adam made a motion to table this course, Saran seconded, and all voted in favor to return the CAR for additional information as it relates to the syllabus which needs to be expanded with greater detail (6-0). Jaci will reach out to Laura Burton to discuss.*

APPROVAL BY DEPARTMENT: November 15, 2021
APPROVAL BY DEPT. HEADS: November 16, 2021
Not approved by C&C – CAR will be returned to EDLR for edits to syllabus.

f) EDLR 6468: Critical Race Theory in Higher Education (CAR-21-10265)

Course Description: The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in education. Together, we will work through the historical development continuing on to the contemporary nuances of CRT, focusing on higher education and highlighting theoretical connections in the K-12 pipeline. In addition, we will work to expose the ideological construction of race and education in the U.S. As such, we will also work through the oppressive nature of education and boldly confront notions of colorblindness. Throughout this course, we will struggle with the challenges surrounding the inclusion of multiple voices and multiple perspectives in the complex intersections among race, ethnicity, gender, class, and sexual orientation. Specifically, we will critique the strengths and limitations of CRT as a framework for addressing educational inequalities. As to be expected, there is a substantial amount of reading assigned in this course.

Proposed Catalog Copy:

EDLR 6468: Critical Race Theory in Higher Education: The purpose of this course is to provide students with an in-depth exposure to Critical Race Theory (CRT) as it pertains to higher education. Critical Race Theory is an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in education.

- *Jaci opened discussion on EDLR 6468. The only suggestion was adding the word 'higher' before 'education' in the first sentence of the course description. Ann made a motion to approve this course, Adam seconded, and all voted in favor (6-0).*

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g) EDLR 6469: Decolonizing International and Comparative Higher Education (CAR-21-10328)

Course Description: This course provides students with an overview of decolonization, decoloniality, postcolonial, neocolonial and diasporic theories to engage their understanding of socio-cultural and educational phenomena from a comprehensive and global perspective. The primary purpose of the course is to provide an overview of the main methodologies in comparative higher education as well as a broad cross-cultural understanding of Global Northern and Southern higher education systems, theories, traditions, structures, and environments. In an increasingly globalized world, a comparative understanding of systems of higher education is an invaluable tool for college/university scholars and practitioners. We will focus our study on five regions in the Global South: sub-Saharan Africa; Southeast Asia; the Caribbean and Latin America; South America and Oceania; and the Middle East and North Africa. International and Comparative Education is a graduate level course, open to both Master's and doctoral students. The format of the course is a discussion-based seminar. Students will learn about various global systems of higher education and examine comparativists methodologies, approaches and methods especially as it relates to decoloniality.

Proposed Catalog Copy:

EDLR 6469: Decolonizing International and Comparative Higher Education: The primary purpose of the course is to provide an overview of the main methods and approaches in international and comparative higher education using decolonizing methods as well as a broad cross-cultural understanding of Global Northern and Southern higher education systems, theories, traditions, structures, and environments.

- *Jaci opened discussion on EDLR 6469. Ann mentioned that the assignments listed in the syllabus totaled 135%. Saran explained that the assignments vary between master's students and PhD students. She will break this out in her syllabus to make clearer. Michele made a motion to approve, Ann seconded, and all voted in favor of this course (6-0).*

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h) EDLR 6471: The Faculty Career (CAR-21-10067)

Course Description: Explore aspects of the faculty profession in higher education.

Proposed Catalog Copy:

EDLR 6471: The Faculty Career

Explore aspects of the faculty profession in higher education.

- *Jaci reviewed EDLR 6471 with the group. Adam motioned to approve, Natalie seconded, and all voted in favor of this new course (6-0).*

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3) Revised Courses

a) EPSY 6770: Concepts in Curriculum and Instruction for Talent Development (CAR 21-9645)

Course Description: This course explores major curriculum models designed to support advanced learning, approaches to curriculum and instruction linked to talent development programs, and issues related to intervention-focused research in schools. We will also explore the role of scholars as curriculum planners and instructors in a variety of contexts.

Current Catalog Copy:

EPSY 6770: Curricular Options for High Ability Learners

Curriculum theory and techniques with special attention to the development of instructional materials.

Proposed Catalog Copy:

EPSY 6770: Concepts in Curriculum and Instruction for Talent Development

Major models and strategies for curriculum and instruction in support of advanced-level learning, with focus on underlying concepts, organizational models, and approaches to research on curriculum and instruction in learning environments.

- *Jaci reviewed EPSY 6770 with the group. Michele made a motion to approve this course, Ann seconded, and all voted in favor (6-0).*

APPROVAL BY DEPARTMENT: November 5, 2021

APPROVAL BY DEPT. HEADS: November 7, 2021

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- *The meeting adjourned at 10:23am.*