

# UConn

## NEAG SCHOOL OF EDUCATION

### Curricula & Courses Committee

To: C&C Committee Members

From: John Zack, Chair

Date: April 16, 2024

Re: Minutes of the Curricula & Courses Committee Meeting held April 16, 2024

In attendance via Microsoft Teams: John Zack, Rachael Gabriel, Alex Freidus, Adam McCready, Jaci VanHeest, Ann Traynor, Dorothea Anagnostopoulos and Diane Matteau

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- 1) Approval of March, 2024 meeting minutes
  - o *John Zack began the meeting at 10:02am. After a vote, the Committee adopted the March 2024 minutes.*

- 2) Course Revisions

- a) **EPSY 3235: The Resident Assistant Experience (CAR 24-25371)**

**Explanation:** Looking to change current 3-credit class to a 1-credit class as we reshape the use of the class experience as part of the RA position.

**Current Catalog Copy:**

EPSY 3235 The Resident Assistant

Credit: 3 credit

Catalog Description: Focuses on the development of college students as it relates to college residence hall life and the Resident Assistant position. Topics include leadership, community development, select (human) student development theories, and issues of social justice. Students will develop a working knowledge of human development theory for college students and associated practical applications.

**Proposed Catalog Copy:**

EPSY 3235: The Resident Assistant Experience

Credits: 1 credit

Prerequisites: Open to Resident Assistants in their first year as an RA only

Grading Basis: Graded

Course Description: This course focuses on the development of individuals in the Resident Assistant (RA) position at the University of Connecticut. Throughout this course, students will explore the theoretical foundations of emotional intelligence, student and community development, DEI, conflict management and communication. Through a combination of discussions, experiential activities, case studies, and self-reflection exercises, students will have the opportunity to deepen their understanding of emotional intelligence and develop practical skills that are essential in navigating the many components of the RA position.

- Zack reviewed the course revision above and opened it up for discussion. Adam brought up concerns about this course: he and his HESA colleagues were not aware this course existed and given that a resident assistant is a fundamental professional role in a higher education and administration and student affairs practice, he is surprised it's not under ELDR. He would like to have a bigger discussion on how EDLR can support going forward.
- After a group discussion, it was decided the Committee would table this course revision and ask for further clarification on why it is being changed from 3 credits to 1, what is the rationale. Also, Zack will let them know EDLR would like to have a larger involvement going forward.
- Jaci made a motion to support this decision, Adam seconded, and a 4-1 approval vote was given.

**APPROVAL BY DEPARTMENT:** April 5, 2024

**APPROVAL BY DEPT. HEADS:** April 8, 2024

**Not approved by C&C** – Zack will send an email for further clarification.

### 3) New Courses

#### a) **EPSY 5435: Academic Interventions (CAR 24-25231)**

**Explanation:** Academic Interventions needs to be added to the course sequence for the school psychology program. It also needs a permanent course number and to be added to the graduate catalog.

**Proposed Title and Catalog Copy:**

5435. Academic Interventions

Provides students with competencies toward understanding school- and classroom-wide academic interventions in school settings from a Response to Intervention (RTI) framework.

- Zack reviewed the new course proposal above. Ann mentioned that the syllabus needed to be updated to change Accommodations contact from DOS to Graduate School. The other 3 courses below need to be updated as well. Zack will send an email to Melissa and Megan to let them know.
- Ann made a motion to approve this course, Jaci seconded, and all voted in favor (5-0).

**APPROVAL BY DEPARTMENT:** April 5, 2024

**APPROVAL BY DEPT. HEADS:** April 8, 2024

**APPROVAL BY C&C COMMITTEE:** April 16, 2024

**APPROVAL BY NEAG FACULTY:** April 24, 2024

#### b) **EPSY 5436: Crisis Prevention & Intervention (CAR 24-25233)**

**Explanation:** Crisis Prevention and Intervention needs to be added to the course sequence for the school psychology program. It also needs a permanent course number and to be added to the graduate catalog.

**Proposed Title and Catalog Copy:**

5436. Crisis Prevention & Intervention

Throughout this course, students will learn conceptual and applied foundations applicable across a wide range of potential crises.

- *Zack reviewed the new course proposal above. No discussion was needed so Jaci made a motion to approve this course, Adam seconded, and all voted in favor (6-0). (Rachael joined at this time.)*

**APPROVAL BY DEPARTMENT:** April 5, 2024

**APPROVAL BY DEPT. HEADS:** April 8, 2024

**APPROVAL BY C&C COMMITTEE:** April 16, 2024

**APPROVAL BY NEAG FACULTY:** April 24, 2024

**c) EDCI 5470: Pedagogy to Advance Participation and Equitable Engagement in Math Classrooms (CAR 22-15907)**

This course was first presented to C&C at our December, 2022 meeting. After review, the Committee agreed that several items needed to be addressed before voting on the course.

Megan Staples resubmitted this CAR on April 1, 2024. Attached is a copy of the Committee's requested changes and her responses.

**Explanation:** This course is being proposed for inservice math educators wishing to advance their careers by becoming leaders in their schools, districts, and beyond. We intend for this course to be the first of four courses for a 12-credit graduate Mathematics Leadership Certificate Program, though it can also be taken independently. The course has been run twice before (slightly different versions) as part of grant-funded programs which involved work with in-service teachers of mathematics.

By developing content knowledge, pedagogical practices, and leadership skills in its participants, this program engages professionals in active learning experiences that incorporate research-based practices to drive improvement efforts in mathematics teaching and learning for K-12 students. Those in the course will acquire strategies to incorporate practices that support equity and excellence for all mathematics learners.

Currently, there are no courses offered by C & I or Neag on a regular basis that address needs of inservice mathematics teachers who wish to expand their influence and impact. A partial exception is EDCI 5450 which is offered each spring to master's students in the IB/M program. That course is more geared toward novice teachers. This course would clearly focus on in-service teachers.

Experienced math educators enrolled in a master's program or 6th-year certificate, as well as those who are pursuing their doctorate, could enroll in this course.

**Proposed Title and Catalog Copy:**

EDCI 5470

Title: Pedagogy to Advance Participation and Equitable Engagement in Math Classrooms

Semester offered: summer

Number of credits: 3

Instructional pattern: Seminar

No prerequisites or co-requisites.

Recommended preparation: practicing teacher

Consent of instructor required

Course description

Focused on supporting current math teachers to advance their pedagogy towards more student engagement and equitable outcomes, this course also draws on multiple frameworks, including those that foster math teacher leadership.

- *Zack reviewed the new course proposal above and mentioned it had been reviewed by C&C earlier. Megan has since revised and addressed the questions raised to her. Ann made a motion to approve, Zack seconded, and all voted in favor. (6-0)*

**APPROVAL BY DEPARTMENT:** November 21, 2022

**APPROVAL BY DEPT. HEADS:** November 28, 2022

**CAR RETURNED FOR EDITS:** December 14, 2022

**APPROVAL BY C&C COMMITTEE:** April 16, 2024

**APPROVAL BY NEAG FACULTY:** April 24, 2024

**d) EDCI 5480: Advancing Equitable Systems and Instruction in Mathematics Education (CAR 24-25091)**

**Explanation:** Schools are places where individuals from diverse backgrounds come together to learn. This creates the possibility for rich learning from a wide range of backgrounds and experiences, however it also creates the possibility for inequity. Mathematics, as a subject matter is one critical area where these inequities play out in schools. Further, mathematics as a discipline can be used as a lens to understand equity and inequality. There are currently no offerings for future teachers or practicing teachers to advance their understanding of equity and develop skills to work towards more equitable instruction. Additionally, this course will challenge mathematicians to examine the skills, practices, and concepts of the discipline through a lens that promotes equity. This proposed course offers a space for participants to develop these important skills and understand the impact of inequality in mathematics on students, schools, and communities.

The proposed course aims to help current and future mathematics teachers to be more knowledgeable about equity and prepare them to act as advocates and agents of change who hold a vision of schools as places of possibilities. The exploration of equity in this proposed course will center on three domains: the individual, the systemic, and advocacy. In the first theme, we will explore factors of diversity impact decisions educators make regarding curriculum and instruction. Additionally, we will develop an ethnographic perspective about our own personal identity.

**Proposed Title and Catalog Copy:**

5480. Advancing Equitable Systems and Instruction in Mathematics Education

3.00 credits

Prerequisites: None

Grading Basis: Graded

Instructional pattern: Lecture and discussion

Recommended preparation: EDCI 5470 and EDLR 5015

Consent of instructor: Yes

In-depth consideration of longstanding inequities in mathematics education and analysis of addressing these issues with modules focused on the individual (teacher), the systemic, and advocacy.

- *Zack reviewed the new course proposal above. No discussion was needed. Jaci made a motion to approve, Adam seconded, and all voted in favor. (6-0)*

**APPROVAL BY DEPARTMENT:** April 3, 2024  
**APPROVAL BY DEPT. HEADS:** April 8, 2024  
**APPROVAL BY C&C COMMITTEE:** April 16, 2024  
**APPROVAL BY NEAG FACULTY:** April 24, 2024

- *The meeting adjourned at 10:42am.*