

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: February 18, 2025

Re: Minutes of the Curricula & Courses Committee Meeting, February 18, 2025

In attendance: Rachael Gabriel, John Zack, Alex Freidus, Adam McCready, Jaci VanHeest, Joe Madaus, Ann Traynor, Dorothea Anagnostopoulos and Diane Herlihy

- 1) Approval of December 2024 and January 2025 meeting minutes
 - *Jaci began the meeting at 10am. Ann made a motion to adopt the December and January minutes, Zack seconded, and all voted in favor. (6-0-1; Adam abstained as he had to step out.)*

- 2) Course Revisions

- a) **EGEN 4200: Seminar/Clinic: Methods of Teaching (CAR 24-29472)**

Explanation: The elementary education program recently approved EDCI 3115 as a new course, which replaces EGEN 3120. EGEN 3120 is listed as a prerequisite course for EGEN 4200 so we are dropping that prerequisite since elementary education students will no longer take EGEN 3120.

Current Catalog Copy:

EGEN 4200. Seminar/Clinic: Methods of Teaching. (4 Credits) Integration of concepts of teaching, learning, and assessment with area specific methods. Enrollment Requirements: EGEN 3120; open only to students in the Integrated Bachelor's/Master's Teacher Preparation Program; open only to seniors.

Proposed Catalog Copy:

EGEN 4200. Seminar/Clinic: Methods of Teaching. (4 Credits) Integration of concepts of teaching, learning, and assessment with area specific methods. Enrollment Requirements: Open only to students in the Integrated Bachelor's/Master's Teacher Preparation Program; open only to seniors.

- *Jaci reviewed the EGEN 4200 course revision. No discussion was needed, so Zack made a motion to approve this change, Joe seconded and all voted in favor. (7-0)*

APPROVAL BY DEPARTMENT: February 5, 2025

APPROVAL BY DEPT. HEADS: February 5, 2025

APPROVAL BY C&C COMMITTEE: February 18, 2025

APPROVAL BY NEAG FACULTY: February 26, 2025

3) Program Revisions

a) IB/M Music Education (GPAR 25-KAUF-4OSV8W)

Explanation: All IB/M students are required to take one 3-credit language and cultural diversity course during the master's year. This would increase student choice when selecting a course to meet this requirement. The following courses are currently approved to meet the Language and Cultural Diversity in Education: One of the following three credit courses: EDCI 5042 – Diversity, Culture, and Music Education, EDCI 5700 – Foundations of Bilingual Education, EDCI 5705 – Curricular Issues in Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5885 – Introduction to Critical Pedagogy, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, GERM/ALDS/CLCS 5324 – Teaching for Intercultural Citizenship & Human Rights, GERM/ALDS/CLCS 5325 – Teaching for Intercultural Citizenship and Human Rights II.

This proposal would add EDCI 5006 – Comparative and International Education. This course is offered abroad in Cape Town, South Africa; Cusco, Peru; Nottingham, England; and London, England.

Current Catalog Copy:

Three credits of one of the following: EDCI 5042, 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5885, 5890, 5895, CLCS 5324, or GERM 5325.

Proposed Catalog Copy:

Three credits of one of the following: EDCI 5006, 5042, 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5885, 5890, 5895, CLCS 5324, or GERM 5325.

- *Jaci opened up a discussion about these program revisions. Ann made a motion to approve this GPAR and Zack seconded.*
- *Alex had concerns about the syllabi being too vague, it wasn't clear how course was meeting this goal. Specifically the London one, struck her as a great educational foundations course, but not reaching that goal. Very scant on details. The Nottingham class looks like a teaching of a history class, but a bit more version of teaching English History.*
- *Ann explained these courses are meeting multiple state regulations. We have a huge number of different types of courses that meet this broad requirement: multicultural ed, critical pedagogy, etc., a broad range of classes that are more specific to language. Because these students are studying abroad and in that area, we want to give them a way to meet this requirement. A large portion of meeting this is their work in schools. Courses are different when they are abroad. The work is lumped together in some ways; it seems It's less an issue that it might appear.*
- *Dorothea - Students who go abroad are dealing with cross-cultural issues which is broadly stated. It ranges from critical awareness to linguistic awareness. The goal is to give them some credit for the study abroad work they are doing.*
- *Ann - Every country is different in the way they teach courses. If they should beef up one particular thing, they would be amenable. If there is a particular content area they should include, Doug Kaufman would be open to that.*
- *Rachael – feels this is similar to false advertising where we are calling it one thing, but there is no evidence to support it. It makes sense to add more text in their syllabi, request should be: “We are sure this is happening, but can you make it more explicit.” This would be helpful.*
- *Jaci – should we table so they can edit?*
- *Ann – yes but we need to provide guidance to Doug.*

- *Feedback from the group:*
 - *Adam feels the London and Nottingham syllabi are what he shares reservations about. The other 2 align generally with the intent.*
 - *Alex expects a cultural diversity requirement to explicitly be talking about culture in more than 1 class meeting.*
 - *Jaci we will take this approach: "You're probably already doing this, but your syllabus does not indicate that you really are. Could you build out some of the text on your syllabus and potentially provide some readings that would lead the reader of your syllabus to understand that this is an important aspect because students are now getting credit for the cultural diversity aspect of this course."*
 - *Alex feels we could also include: 'for a future instructor who doesn't understand the intent of this course, how would you specify it a little more'*
 - *Dorothea – they should define what they mean by culture up front because they have a lot of pieces of it throughout.*
 - *Rachael – add an active verb or some text like "we will be comparing, or we will be contrasting" – add some suggested text, so it doesn't appear to be just a course in English history.*
 - *Adam – has more reservations about Nottingham than London. Seems like a history course that makes congenial touch points from a comparative lens and from a culture or equity lens. Need to see more embedded nature around texts, outcomes as it relates to being comparative or focused on cultural components.*
 - *Rachael – her understanding is a lot of the Nottingham kids are history ed majors, and this does seem like a history course. We imagine they could do this sort of active verb around culture and language, but there is no indication of that. Either adding an active verb or some suggested text i.e. potential text include... Should at least be clarified it's not just a course in English history.*
 - *After a group discussion, Adam made a motion to table these 3 GPARs so that the EDCI 5006 syllabi could be reworked for Nottingham and London. Zack seconded the motion and all voted in favor. (7-0)*
 - *Jaci will send an email to Doug with some friendly suggested edits to the Nottingham and London syllabi.*

APPROVAL BY DEPARTMENT: February 5, 2025

APPROVAL BY DEPT. HEADS: February 5, 2025

APPROVAL BY C&C COMMITTEE:

APPROVAL BY NEAG FACULTY:

b) IB/M Elementary or Secondary Education (GPAR 25-KAUF-K6354J)

Explanation: All IB/M students are required to take one 3-credit language and cultural diversity course during the master's year. This would increase student choice when selecting a course to meet this requirement. The following courses are currently approved to meet the Language and Cultural Diversity in Education: One of the following three credit courses: EDCI 5700 – Foundations of Bilingual Education, EDCI 5705 – Curricular Issues in Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5885 – Introduction to Critical Pedagogy, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, GERM/ALDS/CLCS 5324 – Teaching for Intercultural Citizenship & Human Rights, GERM/ALDS/CLCS 5325 – Teaching for Intercultural Citizenship and Human Rights II.

This proposal would add EDCI 5006 – Comparative and International Education. This course is offered abroad in Cape Town, South Africa; Cusco, Peru; Nottingham, England; and London, England.

Current Catalog Copy:

Three credits of one of the following: EDCI 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5885, 5890, 5895, CLCS 5324, or GERM 5325.

Proposed Catalog Copy:

Three credits of one of the following: EDCI 5006, 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5885, 5890, 5895, CLCS 5324, or GERM 5325.

APPROVAL BY DEPARTMENT: February 5, 2025

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APPROVAL BY C&C COMMITTEE:

APPROVAL BY NEAG FACULTY:

c) IB/M Concentration in Special Education (GPAP 25-KAUF-KXD7RS)

Explanation: All IB/M students are required to take one 3-credit language and cultural diversity course during the master's year. This would increase student choice when selecting a course to meet this requirement. The following courses are currently approved to meet the Language and Cultural Diversity in Education: One of the following three credit courses: EDCI 5700 – Foundations of Bilingual Education, EDCI 5705 – Curricular Issues in Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5885 – Introduction to Critical Pedagogy, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, GERM/ALDS/CLCS 5324 – Teaching for Intercultural Citizenship & Human Rights, GERM/ALDS/CLCS 5325 – Teaching for Intercultural Citizenship and Human Rights II.

This proposal would add EDCI 5006 – Comparative and International Education. This course is offered abroad in Cape Town, South Africa; Cusco, Peru; Nottingham, England; and London, England.

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Proposed Catalog Copy:

Three credits of one of the following: EDCI 5006, 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5885, 5890, 5895, CLCS 5324, or GERM 5325.

APPROVAL BY DEPARTMENT: February 14, 2025

APPROVAL BY DEPT. HEADS: February 14, 2025

APPROVAL BY C&C COMMITTEE:

APPROVAL BY NEAG FACULTY:

d) Master of Arts in School Psychology; Doctor of Philosophy in School Psychology; School Psychology 6th Year Certificate (GPAR 25-CHAF-P6NC54)

Explanation:

1 - Updated narrative content to better reflect language as currently noted within our program handbook (<https://schoolpsych.education.uconn.edu/>) which is revised in alignment with accreditation standards.

2 - Revised credit requirements to note minimums for each degree rather than ranges

3 - For doctoral program, updated course requirements based on last accreditation approval and availability (including sunseting) for some of the broad bases in psychology courses. Other options or expanded options (5000 or 6000 level) have been added.

4 - For master's program, eliminated course requirements including: EPSY 5510 Learning: Its Implication for Education; EPSY 5602 Educational Tests and Measurements; and EPSY 6469 Single Subject Research in Education. Some of these courses were eliminated a few years ago but the catalog copy was not updated appropriately - decisions were based on re-alignment of scope and sequence to reduce redundancy and in alignment with accreditation standards.

5 - Clarified which courses and exams are associated (get assigned/should be listed) with different degree plans - master's, doctoral, certificate.

Please refer to attached GPAR for Current and Proposed Catalog Copy.

- *Jaci explained the changes above were submitted to align with what is going on in accreditation.*
- *Ann feels the GPAR is too dense and is concerned the grad school may not accept these 3 areas on 1 GPAR.*
- *The committee agreed to move it forward. Joe made a motion to approve, Ann seconded and all voted in favor. (7-0)*

APPROVAL BY DEPARTMENT: February 3, 2025

APPROVAL BY DEPT. HEADS: February 3, 2025

APPROVAL BY C&C COMMITTEE: February 18, 2025

APPROVAL BY NEAG FACULTY: February 26, 2025

- *The meeting adjourned at 10:26 am.*