

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: November 18, 2025

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

In attendance: Liz Howard, John Settlege, Alex Freidus, Adam McCready, Joe Madaus, Jaci VanHeest, Ann Traynor, Laura Burton and Diane Herlihy

1) Approval of April 2025 meeting minutes

- *Jaci began the meeting at 10:02am. She welcomed our new members and announced that Adam McCready was elected to be the C&C Committee Vice Chair for the 25/26 year.*
- *Adam made a motion to approve the April 2025 minutes, Alex seconded, and all voted in favor with John abstaining.*

2) Course Revisions

a) **EDLR 5091: Internship**

Explanation: Change course from 6 credits to variable 3-6 credits to allow students to take two 3-credit internships rather than only options being 1 6-credit internship. This change will mirror what the undergraduate sport management students are able to do with their internships.

Current Catalog Copy:

EDLR 5091. Internship. (6 Credits)

The application and implementation in a work situation of theories and practices related to the student's area of specialization.

May be repeated for a total of 24 credits

Proposed Catalog Copy:

EDLR 5091. Internship. (3-6 Credits)

The application theories and practices related to the student's area of specialization in a workplace setting.

May be repeated for a total of 24 credits

- *Jaci reviewed the course credit change above. Alex made a motion and Adam seconded to discuss. The Committee was fine with this change; however, John pointed out a typo in the Proposed Catalog Copy. The group decided it should be sent back to the proposer for correction. The Committee will then vote on the revision at their December meeting.*

APPROVAL BY DEPARTMENT: November 14, 2025

APPROVAL BY DEPT. HEADS: November 10, 2025

3) New Courses

a) **EDLR 2000: Public Pedagogy for Learning and Change**

Explanation: A course on public pedagogy aligns with the University of Connecticut's Common Curriculum, meeting its broad goals of fostering interdisciplinary learning, critical thinking, civic engagement, cultural literacy, and ethical reasoning. By examining how informal education occurs in public spaces, students will develop the skills, knowledge, and values necessary for becoming thoughtful, informed, and responsible citizens, while also deepening their understanding of the educational forces at play in society.

Proposed Catalog Copy:

EDLR 2000 is an introduction to the concept of public pedagogy, which refers to learning context and practices outside of traditional educational institutions, including in media, art, activism, social movements, and every day public life. Students will critically examine how knowledge is produced, disseminated, and consumed in the public sphere, and how these forms of pedagogy influence social, cultural, and political life. Topics include media consumption, popular culture, art, social justice, and the intersections of pedagogy with activism. This class is appropriate for non-education majors. In an increasingly globalized world, the topics addressed in this course are useful for students in all disciplines.

- *Jaci reviewed the new course proposal above. Joe made a motion and Adam seconded to open up a discussion on this course.*
- *John brought up some concerns about the syllabus not being detailed enough, he felt it lacks the specific readings that would be required.*
- *After a brief discussion, Adam made a motion to table this course, Ann seconded, and all voted in favor to put on hold. (7-0). Jaci will send an email to the proposer requesting additional information for the syllabus.*

APPROVAL BY DEPARTMENT: September 11, 2025

APPROVAL BY DEPT. HEADS: November 10, 2025

b) **EPSY 1460W: Thriving Through Adolescence: Science and Practice**

Explanation: This course is a spin-off from the highly successful Emotional Well-Being pop-up course taken by approximately 2,500 students over the course of two semesters. In reviewing the narrative feedback, our opinion is that the success was in part due to a personal need that students found in learning about effective strategies that could apply in their own lives. As we follow emerging literature on adolescence (ages 10 to 25) and popular media, this is consistent in resonating with the population who opted to take the pop-up. Therefore, we have put this content together into this proposed 3 credit course.

Our review of current undergraduate course offerings revealed very few that explicitly focus on adolescence, with none that are available to first and second year students. In addition, this course offers unique angles that differentiate it from existing theory-heavy developmental courses: focus on strengths-based approaches, contemporary issues (social media, mental health, identity), and practical application.

Proposed Catalog Copy:

This course reframes adolescence as a period of opportunity rather than problems to manage. Drawing on brain science and motivational research, students explore how adolescents (ages

10-25) develop and what they need to thrive. Topics include brain development, identity formation, peer and family relationships, mental health, academic motivation, and digital life. Students learn to distinguish evidence-based understanding from cultural stereotypes by analyzing research alongside popular media portrayals of adolescence. A central focus is developing a “mentor mindset”—viewing adolescents as capable contributors who need respect, purpose, and opportunities for meaningful contribution. Through case studies, media analysis, and discussions, students will create evidence-based resources to support adolescent well-being in schools, families, and communities.

- *Jaci reviewed the new course proposal above. After a brief discussion, Ann made a motion to approve this course, Adam seconded, and all voted in favor. (7-0).*

APPROVAL BY DEPARTMENT: November 7, 2025

APPROVAL BY DEPT. HEADS: November 10, 2025

APPROVAL BY C&C COMMITTEE: November 18, 2025

APPROVAL BY NEAG FACULTY: November 25, 2025

- *The meeting adjourned at 10:28am.*