

# UConn

## NEAG SCHOOL OF EDUCATION

### Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: December 16, 2025

Re: Minutes of the Curricula & Courses Committee Meeting, December 16, 2025

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

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- 1) Approval of November 2025 meeting minutes
  - *Jaci began the meeting at 10:00am. Adam made a motion to approve the November 2025 minutes, Joe seconded, and all voted in favor (7-0).*

- 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 of 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. Since this was reviewed at our last meeting and the copy was corrected, there was no further discussion needed. Joe made a motion to approve this revision, Adam seconded and all voted in favor of the change (7-0).*

**APPROVAL BY DEPARTMENT:** November 14, 2025

**APPROVAL BY DEPT. HEADS:** November 10, 2025

**APPROVAL BY C&C COMMITTEE:** December 16, 2025

**APPROVAL BY NEAG FACULTY:** December 23, 2025

**b) EPSY 2450W: Whole Child, School, and Community: Linking Health and Education**

**Course Inactivation Proposal:** Request to drop EPSY 2450W as the course has not been taught in a number of years and has not met enrollment thresholds.

- *Jaci reviewed the course inactivation proposal above. Ann made a motion to approve, Liz seconded and all voted in favor that the course be dropped (7-0).*

**APPROVAL BY DEPARTMENT:** December 5, 2025  
**APPROVAL BY DEPT. HEADS:** December 8, 2025  
**APPROVAL BY C&C COMMITTEE:** December 16, 2025  
**APPROVAL BY NEAG FACULTY:** December 23, 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. Since this was reviewed at our last meeting, there was no further discussion needed. The committee agreed that the appropriate changes were made to the syllabus. Liz made a motion to approve this new course, Adam seconded, and all voted in favor (7-0).*

**APPROVAL BY DEPARTMENT:** September 11, 2025  
**APPROVAL BY DEPT. HEADS:** November 10, 2025  
**APPROVAL BY C&C COMMITTEE:** December 16, 2025  
**APPROVAL BY NEAG FACULTY:** December 23, 2025

**b) KINS 2300/EDLR 2300: Global Perspectives Healthcare and Sport**

**Explanation:** In collaboration with KINS and Experiential Global Learning, it was requested that in order to engage in a cross disciplinary educational abroad experience, there be a course created. Additionally, EGL requested to have the course considered for general education (TO13; CA-2/CA-4INT). Additionally moving course to permanently have a course number can allow

students to complete the experience more than once and earn credits towards related electives for degree completion.

**Proposed Catalog Copy:**

This experiential global learning course offers students an immersive experience to explore sport, sport performance, and sports medicine within an international context. Through direct engagement with the host country's culture, educational systems, and professional practices, students will examine how cultural values, societal structures, and historical contexts shape sport, healthcare, and the professionals who work in these fields.

The course emphasizes the development of professionalism in an international setting, preparing students to navigate cross-cultural communication and diverse professional norms with respect to cultural humility and intelligence. Students will critically analyze differences and similarities between their home country and the host culture, reflect on issues of social inclusion, equity, and access, and explore the intersections of identity, privilege, and power in sport and medicine.

The program includes experiential learning through interaction with sports professionals, healthcare practitioners, and participation in community-based activities, fostering intercultural dialogue, critical thinking professional adaptability, and global competence. By the end of the course, students will be equipped to integrate multicultural perspectives into sport and healthcare practices and develop skills as socially responsible allies and advocates for inclusion at both national and global levels.

- *Jaci reviewed the new course proposal above. Liz made a motion and Ann seconded to open a discussion on this course.*
- *A couple of questions were raised by the committee:*
  - *Is the course designed to be repeatable? If yes, will the students take the same course again?*
  - *Are there readings, and if so, are the readings changed based on a different location for example or potentially have different contextual elements based on the culture surrounding the trip abroad?*
- *After a brief discussion, Joe made a motion to table this course, John seconded, and all voted in favor to put on hold. (7-0). Jaci will send an email to the proposer asking for clarification on these questions.*

**APPROVAL BY DEPARTMENT:** December 8, 2025

**APPROVAL BY DEPT. HEADS:** December 8, 2025

4) Program Revisions

a) **English Education (BS)**

**Explanation:**

Add ENGL 2210 to the list of options for Multicultural Literature category for English Education majors.

ENGL 2210. Introduction to Indigenous Literatures and Cultures. (3 Credits)

Examination of the literatures and cultures of pre-contact, post-contact, and contemporary Indigenous peoples.

Content Areas: CA4: Diversity & Multicultural

Topics of Inquiry: TOI2: Cultural Dimen Human Exp, TOI3: Div, Equity, Soc Just

- *Jaci reviewed the program revision above, adding ENGL 2210. No discussion was needed, so John made a motion to approve this change, Liz seconded, and all voted in favor (7-0).*

**APPROVAL BY DEPARTMENT:** December 3, 2025  
**APPROVAL BY DEPT. HEADS:** December 3, 2025  
**APPROVAL BY C&C COMMITTEE:** December 16, 2025  
**APPROVAL BY NEAG FACULTY:** December 23, 2025

**b) Educational Psychology (MA)**

**Request for Change in Modality for School Counseling program from in-person to hybrid (online with residency).**

**Explanation:**

As the number of online counseling programs continues to grow nationally, and particularly within the state of Connecticut, our program seeks to transition to a fully online format to expand access and better serve the evolving needs of students. This transition will allow us to reach a broader and more diverse population while maintaining the high standards of academic and clinical training that define our program.

Students in Connecticut currently have access to CACREP-accredited online counseling programs both in-state (e.g., Sacred Heart University, University of New Haven, Western Connecticut State University, and Post University) and out-of-state (e.g., Bradley University, Walden University), all of which align with Connecticut's licensure requirements. As such, it is critical that our program remains competitive by offering a flexible, accessible online alternative that meets the same professional standards.

While the Counselor Education faculty will remain based at the Storrs campus, the school counseling program's one-week in-person residency will be held at the Hartford campus, which offers a more convenient location for students. The program will be primarily online, with courses delivered in an asynchronous format and three synchronous class sessions scheduled for each course. In addition, students will participate in a one-week, in-person residency each fall semester for their EPSY 5315 Counseling: Advanced Practice and EPSY 5301 Group Processes in Counseling courses. During this residency, first-year students will engage in intensive skills training for the Advanced Practice course, while second-year students will participate in intensive skills training for group facilitation as part of the Group Processes course.

- *Jaci reviewed the program revision above. After a brief discussion, Liz made a motion to approve, Joe seconded, and all voted in favor of approving this change (7-0).*

**APPROVAL BY DEPARTMENT:** December 5, 2025  
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- *The meeting adjourned at 10:25am.*