

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: April 21, 2026

Re: Minutes of the Curricula & Courses Committee Meeting held April 21, 2026

In attendance: Liz Howard, Alex Freidus, Jaci VanHeest, Ann Traynor, Laura Burton and Diane Herlihy

- 1) Approval of February 2026 meeting minutes
 - *Jaci began the meeting at 10:05am. Liz made a motion to approve the February 2026 minutes, Ann seconded, and all voted in favor (4-0).*

- 2) Course Revisions

- a) **EDCI 3115: Teaching Mathematics in the Early Childhood Grades: Methods and Clinic**

Explanation: Changes in elementary math methods offerings have been and are being made to reflect changes in elementary certification that now include Pre-Kindergarten and Kindergarten. Elementary majors are now required to take a two-course sequence (EDCI 3115, followed by EDCI 4115). This course has been taught once, and the proposed edits are being made to (1) help elementary preservice teachers recognize that the methods they are learning across both courses apply to all elementary students and (2) align both course descriptions.

Current Catalog Copy:

EDCI 3115: Teaching Mathematics in the Early Childhood Grades: Methods and Clinic

An introduction to current approaches and methods for teaching mathematics across the elementary school grades. Emphasis on communication throughout the school day. Concepts will be integrated with clinical experiences.

Proposed Catalog Copy:

EDCI 3115: Teaching Mathematics in the Early Childhood Grades: Methods and Clinic

An introduction to current approaches and methods for teaching mathematics across the elementary school grades. Emphasis on how to infuse mathematics learning throughout the school day, with a focus on early childhood concepts. Concepts will be integrated with clinical experiences.

- *Jaci reviewed the course revision above and opened it up for discussion. Ann explained that the state had changed their certification requirements from grades 1 – 6, to Pre-K – 6 and so we had to adapt to cover the early childhood grades. Ann made a motion to approve this change, Alex seconded, and all voted in favor (4-0).*

APPROVAL BY DEPARTMENT: March 4, 2026
APPROVAL BY DEPT. HEADS: March 5, 2026
APPROVAL BY C&C COMMITTEE: April 21, 2026
APPROVAL BY NEAG FACULTY: April 29, 2026

b) EDCI 4115: Teaching Mathematics in the Upper Elementary Grades

Explanation: Changes in elementary math methods offerings have been and are being made to reflect changes in elementary certification that now include Pre-Kindergarten and Kindergarten. The proposed edits to this course, which historically was the only one offered, now reflect the addition of EDCI 3115: Teaching Mathematics in the Early Childhood Grades-Methods and Clinic.

Current Catalog Copy:

EDCI 4115: Teaching Mathematics in the Elementary School

An introduction to current approaches and methods for teaching mathematics in the elementary school. Opportunities will be provided for participants to develop awareness of the Common Core State Standards for Mathematics to inform instruction and enhance student learning.

Proposed Catalog Copy:

EDCI 4115: Teaching Mathematics in the Upper Elementary Grades

Catalog copy same as above – just changing title

- *Jaci reviewed the course revision above. Ann explained that 4115 was just a change in title and pre-requisite and is only open to elementary now, not elementary and special ed since there is a new course proposal EPSY 4111 for elementary/special ed. Alex made a motion to approve this change, Liz seconded, and all voted in favor (4-0).*

APPROVAL BY DEPARTMENT: March 4, 2026
APPROVAL BY DEPT. HEADS: March 5, 2026
APPROVAL BY C&C COMMITTEE: April 21, 2026
APPROVAL BY NEAG FACULTY: April 29, 2026

c) EPSY 3235 -> EDLR 3235: The Resident Assistant

Explanation: Given the expertise and focus of the Higher Education Program within Educational Leadership, it is most appropriate for the course to be moved from EPSY to EDLR. Faculty in the Higher Education Program bring deep expertise in student affairs, student development theories, and higher education practice. Moreover, some Higher Education faculty have direct professional experience as undergraduate Resident Assistants (RAs) and as full-time Hall Directors—roles that include supervising RAs and align directly with the instructional responsibilities of this course.

This transition is being made in close collaboration with colleagues in Residential Living and Learning, who are supportive of the move and have partnered with EDLR faculty in the development of the course curriculum and instructional approach since Summer 2024.

Current Catalog Copy:

EPSY 3235: The Resident Assistant

Development of individuals in the Resident Assistant (RA) position at the University of Connecticut. Explores 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.

Proposed Catalog Copy:

EDLR 3235: The Resident Assistant

Catalog copy same as above – just moving from EPSY to EDLR

- *Jaci reviewed the course revision above. No discussion was needed, so Alex made a motion to approve this change, Liz seconded, and all voted in favor (4-0).*

APPROVAL BY DEPARTMENT: March 6, 2026

APPROVAL BY DEPT. HEADS: March 9, 2026

APPROVAL BY C&C COMMITTEE: April 21, 2026

APPROVAL BY NEAG FACULTY: April 29, 2026

3) New Courses

a) **EPSY 4111: Teaching Inclusive Mathematics**

Explanation: The proposed course, EPSY 4111, is a required course for the IBM special education program. It has historically been listed as a section of an EDCI course. In consultation with EDCI faculty, we are proposing that this course move to EPSY to better reflect special education focus and content.

Proposed Catalog Copy:

EPSY 4111: Teaching Inclusive Mathematics

An introduction to current approaches and methods for teaching inclusive mathematics across grades. This methodological course prepares candidates with the knowledge, skills, and beliefs to support students with disabilities in meeting math standards using theory, teaching methods (i.e., high quality, ambitious, and anti-racist), planning procedures, and assessment techniques. Opportunities will be provided for participants to develop awareness of state standards for mathematics to inform instruction and enhance student learning. Concepts will be integrated with clinical experiences.

- *Jaci reviewed the new course above. Ann explained that for years there was a section of 4115 that special ed students took. So that 4115 could just focus on elementary, they created their own course to cover content. After a brief discussion, Ann made a motion to approve this change, Liz seconded, and all voted in favor (4-0).*

APPROVAL BY DEPARTMENT: March 6, 2026

APPROVAL BY DEPT. HEADS: March 9, 2026

APPROVAL BY C&C COMMITTEE: April 21, 2026

APPROVAL BY NEAG FACULTY: April 29, 2026

- *The meeting adjourned at 10:20am.*