

To: C&C Committee Members

From: Michael Young, Chair

Date: November 26, 2018

Re: Minutes of the C&C Committee Meeting held on November 14, 2018

In attendance: Cara Bernard, Melissa Bray, Tutita Casa, Joseph Madaus, Ann Traynor and Mike Young

- 1) Minutes from the October meeting were approved as written.
- 2) The committee discussed the process of reviewing courses to be taught online. The purview of the committee is to review syllabi and course documentation for appropriate content and structure, and not to make judgments about pedagogy and teaching. However, in the case of online courses, the affordances of online teaching may directly impact both course content (such as assignments and grading) and structure. This interaction raised the question of precisely what aspects of the course review process might be unique to online course requests, and what current university oversight and review processes might appropriately address this.
- 3) Revised Courses
 - a. **EDLR 3550 Sport Management Senior Seminar – 3 credits (Current Catalog Copy)** Career preparation, the transition from student to professional, and the development and maintenance of networks in the sport industry.

EDLR 3550 Professional Development in Sport Management -3 credits (Revised Catalog Copy) Career development and preparation, the transition from student to professional, and the development and maintenance of networks in the sport industry.

The committee offered a friendly suggestion to Dr. Burton that the proposed course title be reconsidered. The course content appears to be related to career development of students, whereas the term “professional development” often connotes the training or education of post-graduates. Furthermore, the Department of Educational Leadership currently offers EDLR 5205 – Professional Development, so offering two courses with such similar titles may be confusing.

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October 30, 2018
November 14, 2018

- b. **EPSY 2450 Whole Child, School, and Community: Linking Health and Education** Three credits. **(Current Catalog Copy)** The interrelated contributors in health and education on child well-being are examined, using Whole School, Whole Community, Whole Child model to organize content. The theory and evidence behind initiatives to integrate policy, process, and

practice across learning and health sectors are discussed, providing broad perspective on interconnections across critical systems of care for children.

EPSY 2450. Whole Child, School, and Community: Linking Health and Education
Three credits. **(Revised Catalog Copy)**

The interrelated contributors in health and education on child well-being are examined, using Whole School, Whole Community, Whole Child model to organize content. The theory and evidence behind initiatives to integrate policy, process, and practice across learning and health sectors are discussed, providing broad perspective on interconnections across critical systems of care for children.

EPSY 2450W. Whole Child, School, and Community: Linking Health and Education

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011.

Because this is a W course, the C&C Committee made the following suggestions to Dr. Chafouleas to facilitate the proposal review by GEOC:

1. Specify the use of an APA style guide as a resource for writing. This could be a physical style guide, or a link to an online resource; and 2. Include at least one paragraph in the syllabus that describes how writing will be taught. For instance address such areas as, APA style rules, citation usage in text and reference page, how to select relevant research articles, evaluation of sources (including online) for credibility, plagiarism and ethics of writing, grammar, outline, development of thesis, followed by development of an introductory paragraph with thesis statement, drafting, revising, and final written product process.

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4) New Course

a. **EPSY 5430** Childhood Development and Psychopathology

This course will address competencies related to child and adolescent mental disorders, the classification of these disorders, and the basis for diagnosis.

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5) Request for Modified UConn Academic Degree Program

Master of Arts in Educational Psychology with an area of concentration in Research Methods, Measurement and Evaluation – **Online-Storrs**: Contact person, D. Betsy McCoach.

The Department of Educational Psychology (EPSY) currently offers a Master of Arts degree in Education in Research Methods, Measurement, and Evaluation (RMME). The proposed program will align with the current on campus degree program and be 100% online.

The current Master's Program is for current and future practitioners who wish to acquire foundational skills and knowledge in the areas of research methods, measurement, and

evaluation. The online Master's Program has the same requirements as the on campus program.

This program is being developed in collaboration with e-campus.

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6) Meeting adjourned at 11:19 a.m.