

AGENDA

Board of Trustees

ACADEMIC AFFAIRS COMMITTEE

Wednesday, December 8, 2021, at 9:00 a.m.

University of Connecticut

Wilber Cross Building, North Reading Room (Room 109)

233 Glenbrook Road

Storrs, Connecticut

Public Access Link:

<http://ait.uconn.edu/bot>

(A recording of the meeting will be posted on the Board website

<https://boardoftrustees.uconn.edu/> *within seven days of the meeting.)*

Call to order at **9:00 a.m.**

1. Public Participation*

* **Update for In Person Meetings:** As the Board returns to meeting on campus, the primary modality to address the Board will be in person. If members of the public wish to address the Committee during the Public Participation portion of the December 8 meeting, you must submit a request in writing **24 hours in advance of the start of the meeting (by Tuesday, December 7 @ 9:00 a.m.)** to the following email address: BoardCommittees@uconn.edu. Please indicate your name, affiliation, and topic to be discussed. Per the University By-Laws, the Board may limit public comment. As an alternative, you may also submit your comments via email which will be shared with the Board.

ATTACHMENT

ACTION ITEMS:

- | | |
|--|----|
| 1) Minutes of the Academic Affairs Committee Meeting of October 27, 2021 | A |
| 2) Promotion Recommendation | 13 |
| 3) Sabbatical Leave Recommendations | 14 |
| 4) Master of Science (MS) Data Science | 15 |
| 5) Graduate Certificate in Precision Nutrition | 16 |
| 6) New Undergraduate Major: Italian Language Education (Neag School of Education) | 17 |
| 7) New Undergraduate Major: Latin Language Education (Neag School of Education) | 18 |
| 8) Name Change: Department of Geosciences to Earth Sciences (College of Liberal Arts and Sciences) | 19 |

- 9) Name Change: Department of Management to Management and Entrepreneurship (School of Business) 20

INFORMATIONAL ITEMS:

- 10) Academic Program Inventory 22

PRESENTATIONS:

- 11) Academic Affairs Update, Carl Lejuez, Provost and Executive Vice President for Academic Affairs
- 12) Other business
- 13) Executive Session (*as needed*)
- 14) Adjournment

Attachment A

**DRAFT
MINUTES
MEETING OF THE ACADEMIC AFFAIRS COMMITTEE**

University of Connecticut
Wilbur Cross Building
North Reading Room (Room 109)
233 Glenbrook Road
Storrs, Connecticut
October 27, 2021

COMMITTEE TRUSTEES: Dennis-LaVigne (virtual), Fang (in person), Gouin (in person), Lobo (virtual), and Rubin (virtual)

ADDITIONAL TRUSTEES: Besette (virtual), Boxer (virtual), Cantor (virtual), Frank (in person), Gandara (virtual), Ritter (virtual), Toscano (in person), and Mounds, who represents Governor Lamont (virtual)

UNIVERSITY SENATE REPRESENTATIVES: Bird (virtual), Chafouleas (virtual), Luz-Fernandez (in person), Van Heest (virtual), Weingart (in person), Wogenstein (in person), and Yalof (in person)

UNIVERSITY STAFF: (all attended in person) Agwunobi, Blanchard, Chaubey, Cruickshank, Fuerst, Geoghegan, Jednak, Kendig, Lejuez, Maric, Mundrane, Reitz, and Rubin

Committee Vice-Chair Gouin convened the meeting at 9:08 a.m.

No public comment was volunteered on any of the agenda items.

On a motion by Trustee Rubin, seconded by Trustee Fang, the minutes of the September 29, 2021, meeting were approved as circulated.

Provost Lejuez introduced ***Action Item #2 Tenure at Hire***. Moved by Trustee Rubin, seconded by Trustee Fang, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #3 Designation of Emeritus Status***. Moved by Trustee Fang, seconded by Trustee Rubin, the Committee recommended approval to the full Board.

Provost Lejuez introduced ***Action Item #4 Sabbatical Leaves***. Moved by Trustee Dennis-LaVigne, seconded by Trustee Rubin, the Committee recommended approval to the full Board.

Provost Lejuez shared an academic affairs update which outlined the many accomplishments and successes of academic units and faculty across the University as well as a few leadership updates. Trustee Gouin commended the impressive awards won by our faculty.

Trustee Rubin called for a motion to close the meeting, seconded by Trustee Fang. Vice-Chair Gouin adjourned the meeting at 9:20 a.m.

Respectfully submitted,

Alexis M. Cassan
Committee Secretary

Attachment 13

UNIVERSITY OF CONNECTICUT - School of Law
PROMOTION RECOMMENDATIONS
PRESENTED TO THE BOARD OF TRUSTEES - December 8, 2021

<u>NAME</u>	<u>DEPARTMENT</u>
PROMOTION TO CLINICAL PROFESSOR (Non-Tenure Track)	
Perkins, Lisa	Law

Attachment 14

University of Connecticut Office of the Provost
Sabbatical Leave Recommendations Requiring Board of Trustees Approval
December 8, 2021 Board of Trustees Meeting

SABBATICAL MODIFICATIONS/POSTPONEMENTS

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Macdonald, Earl M	Professor	Music	Fine Arts	Full	Spring 2021
			Change to	Full	Spring 2022

SABBATICAL LEAVE REQUESTS

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Back, Michele	Associate Professor	Curriculum and Instruction	Education	Half	AY 2022-2023
Dunn, Richard	Associate Professor	Agricultural and Resource Economics	Agriculture, Health and Natural Resources	Half	AY 2022-2023
Geary, Steven J	Department Head & Professor	Pathobiology	Agriculture, Health and Natural Resources	Full	Spring 2023
Junda, Mary E	Professor	Music	Fine Arts	Full	Fall 2022
Lindseth, Peter L	Professor	Law	Law	Full	Spring 2023
Pandya, Sachin S	Professor	Law	Law	Full	Spring 2023
Rock, Constance J	Associate Professor	Music	Fine Arts	Full	Fall 2022
Rozwadowski, Helen M	Professor	History	Liberal Arts and Sciences	Half	CY 2023
Van Heest, Jaci L	Director & Associate Professor	Educational Psychology	Education	Full	Spring 2023

Attachment 15

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Master of Science (MS) Data Science

RECOMMENDATION:

That the Board of Trustees approve a new Master of Science (MS) in Data Science.

BACKGROUND:

Data science is a broad, interdisciplinary field. Demand for data scientists outstrips the supply, and the demand is expected to grow as much as 20-30 percent per year over the next decade. Glassdoor currently lists more than 200 vacancies for data scientist positions in Connecticut. Industries in Connecticut, including finance, insurance, manufacturing, consumer services, and biotechnology, depend on the skills of highly trained professionals to collect and analyze data to serve their customers efficiently. The UConn MS in Data Science will combine rigorous training in fundamental principles of data science with a strong emphasis on ethics woven throughout the curriculum (including a required core course on ethics for data science). It combines the strength of faculty across five schools and colleges and will culminate with a practical, real-world required capstone project in which students work on collaborative teams to solve problems posed to them by industry, government, or non-profit partners.

This program is designed both for domestic and international students with diverse undergraduate academic backgrounds who have an interest in applied data science and for working professionals who are looking to develop a career as a data scientist. The Master of Science in Data Science program is an interdisciplinary 30 credit hour program drawing on courses and faculty expertise from the College of Liberal Arts and Sciences, School of Engineering, School of Business, College of Agriculture, Health and Natural Resources, and the Neag School of Education. Graduates will have the skills needed to collect, interpret, and analyze data to improve decision making in a variety of fields.

We hope to enroll 25 students for the in-person program in Fall 2022 and to enroll 50 students in the online program in Spring 2023. By year 5 of the program (Fall 2026) we project that the program will enroll 75 students in the in-person program and 350 in the online program. We have structured the program so that students in the full-time program should complete within a year (Fall, Spring, Summer). Thus, we anticipate graduating approximately 75 students per year from the full-time program by year five. Interviews for a permanent director have concluded, and we anticipate that a permanent director will be named by the end of 2021.

Request for New UConn Academic Degree Program

General Information

Name of degree program:	Data Science
Name of sponsoring Department:	Agricultural and Resource Economics, Statistics, Educational Psychology, Operations and Information Management, Computer Science and Engineering
Name of sponsoring College:	College of Agriculture, Health and Natural Resources, College of Liberal Arts and Sciences, Neag School of Education, School of Business, School of Engineering
Campuses:	Storrs
Contact persons:	Kent Holsinger
Type of Proposal:	New
Type of Program:	Master of Science
Anticipated Initiation Date:	Fall 2022
Program Payment Type:	Fee-based
CIP Code:	30.7001 Data Science, General.

Justification for the New Program

Data science is a broad, interdisciplinary field. Demand for data scientists outstrips the supply, and the demand is expected to grow as much as 20-30 percent per year over the next decade. Glassdoor currently lists more than 200 vacancies for data scientist positions in Connecticut. Industries in Connecticut, including finance, insurance, manufacturing, consumer services, and biotechnology, depend on the skills of highly trained professionals to collect and analyze data to serve their customers efficiently. Big technology firms, like Google and Facebook, produce much of their revenue by applying highly sophisticated statistical and machine learning algorithms to "big data" to understand user's patterns of behavior and to allow advertisers to target their marketing to audiences likely to be receptive. The Cambridge Analytica scandal in 2016 highlighted not only the sophistication of the algorithms available (and they have only become more sophisticated in the last five years) but also the ethical concerns associated with the collection and use of "big data". The UConn MS in Data Science will combine rigorous training in fundamental principles of data science with a strong emphasis on ethics woven throughout the curriculum (including a required core course on ethics for data science). It combines the strength of faculty across five schools and colleges and will culminate with a practical, real-world required capstone project in which students work on collaborative teams to solve problems posed to them by industry, government, or non-profit partners

Are there similar programs in CT or elsewhere?

UConn is a relative latecomer to data science. Central Connecticut State University appears to be the only other university in Connecticut that offers a graduate degree in data science, but both Southern and Eastern Connecticut State University offer bachelor's degrees. MIT, Northeastern, Brown, the University of Massachusetts, Columbia, Carnegie Mellon, Virginia, and Duke (to name a few) already offer an MS in Data Science in configurations that differ among institutions. UConn's program will differ from these programs in three essential ways. 1) The UConn MS in Data Science integrates contributions from five different schools and colleges at UConn. Data Science programs at other universities involve at most two

different schools, e.g., a recently announced program in Health Analytics at Northeastern, and are most commonly housed within a single school or department, e.g., Computer Science or Statistics. The required core curriculum includes courses from all five colleges and will combine foundational strengths in computer science and statistics (including causal inference) with training in visualization and communication and required coursework in data ethics. 2) In addition to the required core course on data ethics, ethical concerns will be deeply woven into the entire curriculum. Similarly, core courses and the final capstone will incorporate team-based problem solving ensuring that students develop skills in effective teamwork and project management. 3) Students will be able to select from several formally recognized concentrations within this field of study (see Graduate Catalog copy below). Students may also design an individualized course of study with approval from the Academic Director of the program.

What are the desired learning outcomes of the program?

Recipients of the Master of Science in Data Science will be prepared to ethically design, collect, visualize, analyze, interpret, and communicate insights from data to solve problems in a wide variety of application domains. Across the 18-credit core students will use project-based approaches that develop the ability to:

- Integrate domain-specific knowledge throughout the core through teamwork and cross-domain communication;
- Design methods of data collection that support robust inferences and predictions that facilitate decision making;
- Use programming and scripting tools to gather, manage, clean, merge, transform, and summarize data from disparate sources;
- Visualize complex data sets to support analysis and prediction and to support decision making by end-users;
- Develop proficiency in modeling approaches and computational statistical learning techniques for associational and causal analysis across domains;
- Use machine learning and artificial intelligence algorithms to make predictions from large, heterogeneous, unstructured data sets;
- Develop proficiency in big data analytics using cloud computing and familiarity with high-performance computing and out-of-core computing
- Assess the reliability and validity of inferences and predictions;
- Communicate analytic insights across different domains with heterogeneous tools, including visualizations;
- Incorporate best practices for project and data management and documentation in a collaborative team environment; and
- Evaluate the ethical, legal, and social impacts of the data science process, including considerations of diversity, equity, inclusion, data privacy, data security, and data ownership within a broader social and international context, especially in addressing systemic biases and inequities.

The 12-credit elective curriculum, which includes a 3-credit “capstone applied project” course, requires students to work in teams focusing on an organizational problem/project that will give students deep exposure to the application of core data science principles within particular disciplines. Across the 12-credit elective curriculum, students will further develop their research skills and ability to:

- Understand a problem posed by an industry, government, or community partner; • Identify a question posed by that problem;
- Obtain data relevant to addressing that question;
- Design and implement an analytical approach that addresses the question;
- Analyze the ethical implications and societal impact on diverse stakeholders affected by the proposed approach to the question; and
- Present results of the analysis in the form of a written report and/or data visualization.

Program Description

Program Description: The Master of Science in Data Science program is an interdisciplinary 30 credit hour program drawing on courses and faculty expertise from the College of Liberal Arts and Sciences, School of Engineering, School of Business, College of Agriculture, Health and Natural Resources, and the Neag School of Education. The program will prepare students for careers in data science. Graduates will have the skills needed to collect, interpret, and analyze data to improve decision making in a variety of fields. We hope to launch the program as a full-time, one-year, face-to-face program in Fall 2022, and we hope to launch a part-time, online option in Spring or Fall 2023. Revenue projections in the MOU assume a Winter 2023 launch.

Program Target Audience and Admission Requirements: This program is designed both for domestic and international students with diverse undergraduate academic backgrounds who have an interest in applied data science and for working professionals who are looking to develop a career as a data scientist.

Admission requirements include a minimum undergraduate GPA of 3.0, three letters of recommendation, with prior recommended coursework in introductory statistics, introductory computer science, and single variable calculus. Otherwise qualified students with limited academic preparation in disciplines required for data science may be admitted contingent on completing suitable pre-requisite courses at UConn or another institution prior to enrolling, completing a "Data Science Bootcamp" in the summer prior to admission (first offering tentatively planned for Summer 2023), or by completing preparatory pathways/programs approved by the Faculty Steering Committee.

Overview of degree requirements: All recipients of the MS in Data Science will be required to complete an 18-credit core curriculum and a 3-credit applied capstone. Students may 1) Select one of the formally recognized concentrations within Data Science and receive an MS in Data Science with that concentration. The concentration may include a particular example of the required capstone or they may 2) Select 9 credits of graduate-level course work in Data Science relevant to their professional interests, subject to approval by the Academic Director of the program. They may enroll either in a general capstone course available to all students in the program or in a capstone course associated with a specific concentration (provided that they have met any prerequisite requirements associated with the capstone).

Proposed Graduate Catalogue Copy

The University of Connecticut offers a Master's of Science in Data Science through The Graduate School with the participation of the College of Agriculture, Health, & Natural Resources, the College of Liberal Arts & Sciences, the School of Business, the School of Engineering, and the Neag School of Education.

All students are required to complete the following core courses: STAT 5405 (Applied Statistics for Data Science, 3cr), CSE 5713 (Data Mining and Management, 3cr), EPSY 5641 (Research Design and

Measurement for Data Science, 2cr), CAHNR 5XXX* (Data Ethics and Equity, 2cr), STAT 5125 (Computing for Statistical Data Science, 3cr), OPIM 5501 (Data Visualization and Communication, 2 cr), CSE 5819 (Introduction to Machine Learning, 3cr).

In addition, every student must complete a 3-credit applied capstone, either GRAD 5XXX[†] or an applied capstone course associated with one of the concentrations listed below. Students who elect not to pursue one of the concentrations listed below must complete 9 credits of coursework relevant to data science and approved by the Academic Director of the program.

The following concentrations are available to students pursuing an MS in Data Science:

Advanced Data Analysis: STAT 5665 (Applied Multivariate Analysis), STAT 5415 (Mathematical Statistics for Data Science), STAT 5675 (Bayesian Data Analysis), STAT 5915 (Statistical Data Science in Action) Bioinformatics: CSE 5800 (Bioinformatics), CSE 5815 (Systems Biology: Constructing Biological Knowledgebase), CSE 5840 (String Algorithms and Applications in Bioinformatics), CSE 5860 (Computational Problems in Evolutionary Genomics) Biostatistics: BIST 5625 (Introduction to Biostatistics), BIST 5645 (Concepts and Analysis of Survival Data), BIST 5615 (Categorical Data Analysis), STAT 5915 (Statistical Data Science in Action) Business Data Science: Three of the following courses - OPIM 5501 (Visual Analytics), OPIM 5502 (Big Data Analytics with Hadoop), OPIM 5504 (Adaptive Business Intelligence), OPIM 5509 (Introduction to Deep Learning), OPIM 5511 (Survival Analysis using SAS), OPIM 5512 (Data Science using Python) Cloud Computing: CSE 5299 (Computer Networks and Data Communication), CSE 5300 (Advanced Computer Networks), CSE 5304 (High-Performance Parallel Computing), CSE 5309 (Networked Embedded Systems) Cybersecurity: CSE 5850 (Introduction to Cyber-Security), CSE 5852 (Modern Cryptography: Foundations), CSE 5854 (Modern Cryptography: Primitives and Protocols) Dependent Data Analysis: BIST 5815 (Longitudinal Data Analysis), STAT 5XXX[‡] (Applied Spatial Data Analysis), STAT 5825 (Applied Time Series), STAT 5915 (Statistical Data Science in Action) Geospatial Analytics: NRE 5525 (Remote Sensing of the Environment), NRE 5585 (Python Scripting for Geospatial Analysis) and one of the following - NRE 5215 (Introduction to Geospatial Analysis with Remote Sensing), NRE 5545 (Quantitative Remote Sensing Methods), NRE 5560 (High Resolution Remote Sensing: Application of UAS and LiDAR), NRE 5235 (Remote Sensing Image Processing) Healthcare Analytics: Three of the following courses - HCMI 5240 (Health Care Organization and Management), HCMI 5243 (Health Care Economics), HCMI 5686 (Health Insurance and Risk Management), OPIM 5508 (Healthcare Analytics and Research Methods) Marketing Analytics: MKTG 5515 (Marketing Management). One of the following courses - MKTG 5220 (Big Data and Strategic Marketing), MKTG 5250 (Marketing Research and Intelligence), MKTG 5251 (Marketing and Digital Analytics), MKTG 5565 (Digital Marketing), OPIM 5510 (Web Analytics) Social and Behavioral Analytics: EPSY 6615 (Structural Equation Modeling), EPSY 6611 (Hierarchical Linear Modeling), EPSY 6XXX[§] (Introduction to Text Analysis) Talent Analytics: MGMT 5680 (Talent Management Through the Employee Lifecycle), MGMT 5377 (Human Resource Metrics and Talent Analytics). One of the following courses - MGMT 5650 (Interpersonal Relations, Influence, and Ethical Leadership), MGMT 5674 (Negotiation Strategies), MGMT 5675 (Business Acumen and Strategic Human Resource Management)

* Number will be determined after the course is set up in PeopleSoft.

† Number will be determined after the course is set up in PeopleSoft.

‡ Number will be determined after the course is set up in PeopleSoft.

§ Number will be determined after the course is set up in PeopleSoft.

Faculty Involvement

Kent Holsinger is serving as Interim Academic Director for the program. Interviews for a permanent director have concluded, and we anticipate that a permanent director will be named in late October or early November. Courses described in the Proposed Graduate Catalog copy were entirely designed by tenured or tenure-track UConn faculty, and most are taught by tenured or tenure-track UConn faculty. As the program grows, some existing courses may be taught by adjuncts or APiRs.

In addition, a Faculty Steering Committee consisting of faculty from BUSINESS (2), CAHNR (2), CLAS (3), ENGINEERING (2), and NEAG (2) advise the Academic Director on all academic aspects of the program. Current members of the FSC are: Kylie Anglin, Joseph Johnson, Betsy McCoach, Alexandra Paxton, Sanguthevar Rajasekaran, Nalini Ravishanker, Ramesh Shankar, Charles Towe, Jill Wegrzyn, and Chandi Witharana. Peter Diplock and Kent Holsinger currently serve as ex-officio members of the committee.

Enrollment and graduate projections

We hope to enroll 25 students for the in-person program in Fall 2022 and to enroll 50 students in the online program in Spring 2023. By year 5 of the program (Fall 2026) we project that the program will enroll 75 students in the in-person program and 350 in the online program. We have structured the program so that students in the full-time program should complete within a year (Fall, Spring, Summer). Thus, we anticipate graduating approximately 75 students per year from the full-time program by year five. The part-time, online program will be designed for working professionals. We anticipate that it will typically take 3 years for these students to finish their degree, meaning that we will be graduating approximately 120 students per year from the part-time program by year 5.

Program Evaluation

The program will survey graduating students, conduct exit interviews, or both to assess student satisfaction with the program. The program will have an industry advisory board that convenes at least annually to provide feedback on the skills needed by data science graduates and, where possible, on the performance of UConn graduates in their organizations. All of this information will be shared with the Faculty Steering Committee and the Deans Advisory Board annually. In addition, the faculty steering committee will regularly review individual course objectives in light of the learning outcomes for the degree program. In addition, the Academic Director of the program will monitor placement of students who graduate. The program will be regarded as successful if (a) students are satisfied with their experience when they graduate, (b) they are placed in positions that are professionally appropriate and satisfying, and (c) the enrollment targets are met.

Program Administration

The program and the Academic Director report to the Office of the Provost through The Graduate School. The Academic Director will have a half-time, 10-month appointment for administration of the program. The Academic Director will be directly responsible for administration of the program, including marketing and industry relations as well as academic oversight. A Senior Educational Program Administrator will provide high-level administrative support for the program, including developing industry and government contacts, managing recruitment and admission, and coordinating advising for students enrolled in the program. During early years of the program, The Graduate School will provide

support for financial operations, and CETL will provide support for managing recruitment and admission (including prospect/student engagement). A Deans Advisory Board consisting of the deans of each school and college (or their designee) provides advice to the Provost on all important programmatic decisions, including those related to funding and staffing. The Deans Advisory Board will also provide input regarding new program proposals being considered within and/or across Colleges/Schools specific to potential redundancy, uniqueness, and/or complementarity with the MS in Data Science, with implications for approval of that proposal as a stand-alone program or as a concentration of the MS in Data Science. In collaboration with the Academic Director, the Faculty Steering Committee will have responsibility for program curriculum and other academic decisions as appropriate including the identification of program learning outcomes and alignment of course and program learning outcomes. Representatives of this committee are also expected to serve as boundary spanners between the Master of Data Science program and faculty and departments within their schools/colleges that have interests in data science. Finally, the Academic Director will establish and regularly convene an advocacy and consultancy board of industry representatives in data science, with membership decision made in collaboration with the Deans Advisory Board. Board members are expected to be strong supporters and advocates of the program and provide the Academic Director with data science and industry sector insights that in turn can improve and strengthen the program.

Funding and Financial Resources Needed

The MOU outlines financial commitments from the Provost's Office to the program in the first year. The MOU anticipates that revenue generated by the program will allow the Provost's Office to recover this initial investment. We do not anticipate a need for any other financial resources.

Other Resource Needs

We anticipate that existing library resources in data science will serve the educational needs of students in this program. The Provost's Office is aware that there may be modest space needs for the Academic Director and the Senior Educational Program Administrator. The space has not been identified, but it will be identified before either of these individuals begins their work on campus.

Consultation with other potentially affected units

Development of the program involved extensive consultation coordinated by the Provost's Office and involving deans, their representatives, and faculty from all of the participating schools and colleges.

Who can apply to this program?

Internal applicants (current UConn students enrolled in another UConn degree or certificate program),
External applicants (individuals who are not currently UConn students)

Anticipated term and year of first enrollment

Fall 2022

Admission Requirements

This program is designed both for domestic and international students with diverse undergraduate academic backgrounds who have an interest in applied data science and for working professionals who are looking to develop a career as a data scientist. Admission requirements include a minimum

undergraduate GPA of 3.0, three letters of recommendation, with prior recommended coursework in introductory statistics, introductory computer science, and single variable calculus. Otherwise qualified students with limited academic preparation in disciplines required for data science may be admitted contingent on completing suitable pre-requisite courses at UConn or another institution prior to enrolling, completing a "Data Science Bootcamp" in the summer prior to admission (first offering tentatively planned for Summer 2023), or by completing preparatory pathways/programs approved by the Faculty Steering Committee.

Required for application:

Letters of Recommendation (3), Personal Statement

Term(s) to which students will be admitted

Fall

Application deadline: Rolling

Initiator

Kent Holsinger, Dean/Associate Dean, kentholsinger@uconn.edu, 860-486-0983

Program Director Name

Kent Holsinger, Dean/Associate Dean, kentholsinger@uconn.edu, 860-486-0983

Administrative Contact

Kent Holsinger, Dean/Associate Dean, kentholsinger@uconn.edu, 860-486-0983

Attachment 16

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D.
Provost and Executive Vice President for Academic Affairs



RE: Graduate Certificate in Precision Nutrition

RECOMMENDATION:

That the Board of Trustees approve a new Graduate Certificate in Precision Nutrition.

BACKGROUND:

The Department of Nutritional Sciences currently offers both an in-person Master of Science in Nutritional Science and a 30-credit online Master of Science in Personalized Nutrition (MSPN). The proposed graduate certificate in Precision Nutrition is designed to attract a part-time student audience to a fast growing and emerging nutritional specialization. The graduate program in Precision Nutrition is a four-course, 12-credit, online graduate certificate program. Precision nutrition aims to take advantage of molecular understandings of nutrient-gene interactions by identifying genetic backgrounds that contribute to metabolic heterogeneities of various nutrients in the context of nutrition-relevant diseases. This program will build fundamental knowledge of this rapidly advancing field of nutrition.

The program provides advanced knowledge in nutritional genomics and metabolism for individuals working in healthcare, private practice, and industry. To earn a Certified Nutrition Specialist (CNS) credential, 12 credit hours of graduate-level nutrition-specific courses are required from June 2022 (current requirement is 9 credit hours). Therefore, this new graduate certificate in precision nutrition will attract MD, DO, DC, DDS, DNP, ND, PharmD, and RD who are seeking the CNS credential to meet the nutrition graduate course requirement. There are 10 job postings for every degree conferral nationally in the area of human nutrition.

We anticipate graduating 12-15 students per year when the program matures in 3-5 years. No additional funding or financial resources is requested at this time. This program is designed to be entrepreneurial and net revenue positive.

Request for New UConn Academic Degree Program

General Information

Name of degree program:	Graduate Certificate in Precision Nutrition
Name of sponsoring Department:	Nutritional Sciences
Name of sponsoring College:	College of Agriculture, Health and Natural Resources
Campuses:	Program Entirely Online
Contact persons:	Lee Ji-Young
Type of Proposal:	New
Type of Program:	Graduate Certificate in Precision Nutrition
Anticipated Initiation Date:	Fall 2022
Program Payment Type:	Fee- based
CIP Code:	19.0504

Justification for the New Program

The Department of Nutritional Sciences currently offers both an in-person Master of Science in Nutritional Science and a 30-credit online Master of Science in Personalized Nutrition (MSPN). The proposed graduate certificate in Precision Nutrition is designed to attract a part-time student audience to a fast growing and emerging nutritional specialization. The graduate program in Precision Nutrition is a four-course, 12-credit, online graduate certificate program. The program provides advanced knowledge in nutritional genomics and metabolism for individuals working in healthcare, private practice, and industry. To earn a Certified Nutrition Specialist (CNS) credential, 12 credit hours of graduate-level nutrition-specific courses are required from June 2022 (current requirement is 9 credit hours). Therefore, this new graduate certificate in precision nutrition will attract MD, DO, DC, DDS, DNP, ND, PharmD, and RD who are seeking the CNS credential to meet the nutrition graduate course requirement. There are 10 job postings for every degree conferral nationally in the area of human nutrition. A further review of Burning Glass data reveals that enrollment growth increased by an average of 60% over the last five years in the five largest online programs. The largest program in Human Nutrition in the country is the online program at the University of Bridgeport (81 conferrals in 2018). The second largest is at the University of New England, also entirely online.

Are there similar programs in CT or elsewhere?

The Department of Nutritional Sciences currently offers both an in-person Master of Science in Nutritional Science and a 30-credit online Master of Science in Personalized Nutrition (MSPN). The proposed graduate certificate in Precision Nutrition is designed to attract a part-time student audience to a fast growing and emerging nutritional specialization. The graduate program in Precision Nutrition is a four-course, 12-credit, online graduate certificate program. The program provides advanced knowledge in nutritional genomics and metabolism for individuals working in healthcare, private practice, and industry. To earn a Certified Nutrition Specialist (CNS) credential, 12 credit hours of graduate-level nutrition-specific courses are required from June 2022 (current requirement is 9 credit hours). Therefore, this new graduate certificate in precision nutrition will attract MD, DO, DC, DDS, DNP, ND, PharmD, and RD who are seeking the CNS credential to meet the nutrition graduate course requirement. There are 10 job postings for every degree conferral nationally in the area of human nutrition. A further review of Burning Glass data reveals that enrollment growth increased by an average of 60% over the last five years in the

five largest online programs. The largest program in Human Nutrition in the country is the online program at the University of Bridgeport (81 conferrals in 2018). The second largest is at the University of New England, also entirely online.

What are the desired learning outcomes of the program?

- Assess biochemical and physiological functions, metabolic pathways, interactions, and deficiencies/toxicities of macro/micronutrients
- Compare the roles of genetic variants in diverse nutrient metabolisms.
- Connect biochemical, physiological and molecular aspects of energy metabolism and inflammatory pathways in the pathogenesis of metabolic diseases and the role of diet.
- Administer precision nutrition recommendations, focusing on the interaction between macro/micronutrients and human/microbial genes.

Program Description

The graduate certificate in Precision Nutrition program provides advanced knowledge in nutritional genomics and metabolism for individuals working in healthcare, private practice, and industry. Precision nutrition aims to take advantage of molecular understandings of nutrient-gene interactions by identifying genetic backgrounds that contribute to metabolic heterogeneities of various nutrients in the context of nutrition-relevant diseases. This program will build fundamental knowledge of this rapidly advancing field of nutrition. Students will gain genetic, biochemical, physiological, pathophysiological, and clinical understandings of nutrient metabolism to assess the unique nutritional needs of individuals to develop personalized diet recommendations for the promotion of health and prevention of chronic diseases.

Proposed Graduate Catalogue Copy

The Department of Nutritional Sciences offers a 12-credit online graduate certificate program in Precision Nutrition. The program is designed for individuals working in healthcare, private practice, and industry. It provides advanced knowledge in human nutrition, nutritional genetics and genomics, and metabolism, which is crucial for devising individualized dietary recommendations for the promotion of health and prevention of chronic disease. The Department of Nutritional Sciences offers a 12-credit online graduate certificate program in Precision Nutrition. The program is designed for individuals working in healthcare, private practice, and industry and provides advanced knowledge in human nutrition, nutritional genetics and genomics, and metabolism. The certificate's integrated curriculum establishes the foundation essential to developing individualized dietary recommendations for the promotion of health and prevention of chronic disease.

Requirements: NUSC 5200, 5300, 5700 and one 5000- or 6000-level NUSC elective

Faculty Involvement

Ji-Young Lee, Professor and Head o Nancy Rodriguez, Professor o Christopher Blesso, Associate Professor, Graduate Program Coordinator o Catherine Andersen, Associate Professor o Sangyong Choi, Assistant Professo

Enrollment and graduate projections

We anticipate graduating 12-15 students per year when the program matures in 3-5 years.

Program Evaluation

The program will be evaluated through the following indicators: 1) Course evaluations: we will examine course evaluations for all of the courses that are part of the degree program. 2) We will conduct an annual anonymous survey of enrolled students to gauge their level of satisfaction and engagement and seek feedback about possible areas of improvement and change. 3) Degree completion: we will monitor the percentage of participants who complete the degree in a timely fashion, Exit interviews will be conducted with any student withdrawing from the program to identify the reasons for the withdrawal. 4) Destination and Alumni surveys: online surveys for graduates to gather data regarding their employment, satisfaction with the program

Program Administration

The program will be administered by the Graduate School and the Department of Nutritional Sciences. Dr. Chris Blesso, the Graduate Program Committee will manage admissions and Dr. Catherine Andersen will provide student advising and program oversight

Funding and Financial Resources Needed

No additional funding or financial resources is requested at this time. This program is designed to be entrepreneurial and net revenue positive.

Other Resource Needs

This is a fully online program. All courses for this new graduate certificate programs have been/will be developed for MS in PN program. Therefore, there are no additional resources needed for course development. If approved, CETL has committed to providing marketing strategy and web page design, and assistance with setting up the enrollment management funnel and processes

Consultation with other potentially affected units

None

Who can apply to this program?

Internal applicants (current UConn students enrolled in another UConn degree or certificate program)

External applicants (individuals who are not currently UConn students)

Anticipated term and year of first enrollment

Fall 2022

Admission Requirements

Baccalaureate degree with a minimum 3.0 GPA

Requirement: College-level biochemistry or equivalent

Recommended Course Preparation: College-level physiology and nutrition

Required for application:

- Personal Statement
- Other
 - Official transcripts
 - TOEFL where required

Term(s) to which students will be admitted

- Fall
- Spring

Application deadline: Unsure at this time

Initiator

Lee Ji-Young, Nutritional Sciences, ji-young.lee@uconn.edu, 860-486-1827,

Program Director Name

Catherine Andersen, Faculty, catherine.andersen@uconn.edu, 860-486-1704

Administrative Contact

Kaitlin Graham-Handley, kaitlin.graham-handley@uconn.edu, 860-486-1757

Attachment 17

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: New Undergraduate Major in Italian Language Education

RECOMMENDATION:

That the Board of Trustees approve a new undergraduate major in Italian Language Education in the Neag School of Education.

BACKGROUND:

The Neag School of Education's Integrated Bachelor's/Master's program in World Languages Education has been in operation for over thirty years and currently certifies in American Sign Language, French, Spanish, Mandarin Chinese, and German Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. The proposed program in Italian Language Education would be added to the existing world languages education majors. Preservice teachers would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.

Italian is already an approved language for certification in the Teachers Certification Program for College Graduates (TCPCG). Although the BS degree in Italian Language Education is a new concentration option for IB/M World Language, Italian Language certification at the bachelor's level is already approved for CT certification. Adding Italian to the IB/M world language education program would streamline the two teacher certification programs and offer more opportunities for potential language teachers to pursue certification. There are consistent job opportunities in Italian in the state of Connecticut and neighboring states that are in danger of going unfilled and being eliminated if more efforts are not made to recruit and certify teachers in these languages. After a period of recruitment, we estimate that between 2 and 3 students per year will enroll in this program. The addition of these languages will capitalize upon already existing faculty, staff, and resources in the Neag School of Education and the Department of Languages, Cultures, and Literatures. No additional financial resources are requested

Request for New/Modified UConn Academic Degree Program or Name Change

General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Integrated Bachelor's/Master's (IB/M) Teacher Education Program
Add new area of concentration for Secondary World Language: Italian Language Education

Name of sponsoring Department(s): **Curriculum and Instruction**

Name of sponsoring School(s) and/or College(s): **Neag School of Education**

Campuses (Storrs and/or regional[s]) proposed to offer this degree program: **Storrs**

Contact person and contact details: **Michele Back, michele.back@uconn.edu**

Type of Proposal (New/Modified/Name Change/Discontinuation): **Modified Program**

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC): **Integrated B.S./M.A.**

Anticipated Initiation Date: **Fall 2022**

Anticipated Date of First Graduation: **Spring 2025**

CIP Code: **13.1306**

DHE Code (if available):

Submittal Information

Name of Department Head(s): **David Todd Campbell**

Department(s): **Curriculum and Instruction**

Signature of Department Head(s):



Date: 9/28/21

Name of Dean: **Jason Irizarry**

School/College: **Neag School of Education** Signature

of Dean:



Date: 10/8/2021

Name of Document Recipient in Provost's Office:

Sarah Croucher

Date: 11/2/21

Please include the following applicable documents upon delivery to Provost's Office:

Course and Curriculum Committee Minutes (One set for all involved departments)

Undergraduate Program Review Committee Minutes (Undergrad Only)

Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)

Board of Trustees Resolution (Template available on Provost's website)

The Provost's Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

Program Proposal Instructions

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost's Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

Background & Description

The Neag School of Education's Integrated Bachelor's/Master's program in World Languages Education has been in operation for over thirty years and currently certifies in American Sign Language, French, Spanish, Mandarin Chinese, and German Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. In addition, graduates of the program have taken on leadership roles in world languages education at the school, district, and state level, including as department heads, district coordinators for world languages education, and past president of the Connecticut Council on Language Teaching (CT COLT).

The proposed program in Italian Language Education would be added to the existing world languages education majors. Preservice teachers would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. **The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.**

Reasons for the Proposed Program/Modification/Discontinuation

Italian is already an approved language for certification in the Teachers Certification Program for College Graduates (TCPCG). Although the BS degree in Italian Language Education is a new concentration option for IB/M World Language, Italian Language certification at the bachelor's level is already approved for CT certification. Adding Italian to the IB/M world language education program would streamline the two teacher certification programs and offer more opportunities for potential language teachers to pursue certification. There are consistent job opportunities in Italian in the state of Connecticut and neighboring states that are in danger of going unfilled and being eliminated if more efforts are not made to recruit and certify teachers in these languages.

Curriculum & Program Outline

NEAG SCHOOL OF EDUCATION (UEDUC)

UNIVERSITY OF CONNECTICUT (UConn)

ITALIAN LANGUAGE EDUCATION PROGRAM GUIDELINES
BACHELOR OF SCIENCE IN EDUCATION (ITALIAN2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in Italian Language Education (7-12) for students following the 2021-2022 requirements.

DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2021-2022, which include two W courses (one must be 2000-level or above and associated with the student's major), two Q courses (one Q course must be from Mathematics or Statistics), an Environmental Literacy course, and courses in Content Areas 1-4 (see catalog.uconn.edu for more information). In addition to the General Education Requirements, students must take a course in U.S. History (HIST 1501 or 1502) and PSYC 1100.
2. Complete a SUBJECT AREA MAJOR in ITALIAN LITERARY AND CULTURAL STUDIES consisting of a minimum of thirty-six (36) credits in courses at the 2000's level or above in the field of concentration. A minimum of thirty (30) credits in Italian with up to six (6) related credits. Up to six (6) credits in 1000-level courses may be included with prior consent of the faculty advisor.

Requirements include the following core language courses or equivalents: ILCS 3239, 3240. And, at least 21 credits of the following literature, culture, and civilization courses or equivalents: ILCS 3245, 3246, 3247, 3248/W, 3250, 3251, 3253, 3254, 3255W, 3256, 3261, 3262, 3293, 3295, 3298, 3237, 3258W, 3259, 3260W, 3270, 3295, 3298, and 4279.

It is strongly recommended that students complete a maximum number of courses in their major language, proactively seek out multiple opportunities to develop control of the spoken language, and pursue meaningful study abroad at the earliest feasible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3215 – Introduction to Secondary Methods and Clinic – World Languages	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4205W – Methods of Foreign Language Instruction, Pre K-12	3 credits
EPSY 3125 – Classroom and Behavior Management	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Curriculum Electives/Graduate Liberal Arts (6 credits): choose electives from 5000-level or higher Italian courses, and from the content pedagogy or language and cultural diversity courses.

Content Pedagogy: (3 credits) *Choose one*: ALDS 5000 – Foundations of Applied Linguistics and Discourse Studies; ALDS 5020 – Second Language Speech Learning; ALDS 5040 – Developing Pragmatic Competence in Another Language: Research and Practice; EDCI 5006 – Comparative and International Education, 5700 – Foundations of Bilingual Education, LING 6160 – Second Language Acquisition; ILCS 5307 – Problems in Italian Literature or Philology, or equivalent.

Language and Cultural Diversity in Education: (3 credits) *Choose one*: 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 Bilingualism, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5830 – Theory & Practice of Intercultural Education, EDCI 5875 – Multicultural Education, 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 & Human Rights II

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Technology: EPSY 5221 – Wise Integration of Technology into Teaching and Learning Environments (1-3 credits)

ITALIAN EDUCATION (ITALIAN)

SAMPLE SEMESTER SEQUENCE

SEMESTER 1		SEMESTER 2	
ILCS 1003 – Intermediate Italian I	4	Content Area 2/4	3
ENGL 1007 or 1010 or 1011 or 2011	4	E Course	3
HIST 1501 or 1502 – US History (Also fulfills CA 1)	3	Q Course (STAT 1000Q or 1100Q – Statistics, <u>suggested</u>)	4
PSYC 1100 – Psychology (Also fulfills CA 3)	3	ILCS 1004—Intermediate Italian 2	4
Content Area 2	3	ILCS 1149—Cinema and Society in Contemporary Italy	3
SEMESTER 3		*SEMESTER 4 (STUDY ABROAD)	
Q Course	3	ILCS 3240—Italian Composition/Conversation II	3
Content Area 3 Lab (BIOL/CHEM/GSCI/PHYS)	3 or 4	ILCS 3000 Level or above, Literature	3
ILCS 3000 Level or Above, Literature	3	ILCS 3000 Level or above, Literature	3
ILCS 3239—Italian Composition/Conversation I	3	ILCS 3000 Level or above, Culture & Civilization	3
**EPSY 3010 – Educational Psychology	3	ILCS 3000 Level or above, Culture & Civilization	3
SEMESTER 5		SEMESTER 6	
EPSY 3110 – Exceptionality (fall or spring junior year)	2	EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3	EDCI 3215 – Intro. to Secondary Methods & Clinic	3
EGEN 3100 – Seminar/Clinic	3	EDCI 4010 – Teaching Reading & Writing in the Content Areas	2
Content Area 4	3	ILCS 3000 Level or above	3
ILCS 3000 Level or above, Culture & Civilization	3	ILCS 3000 Level or above	3
ILCS 3000 Level or above	3	ILCS 3000 Level or above	3
SEMESTER 7		SEMESTER 8	
EPSY 3125 – Classroom and Behavior Management	3	EPSY 4010 – Assessment of Learning	2
EDCI 4205W – Methods of Foreign Language Instruction	3	EDCI 4250 – Directed Student Teaching	9
EGEN 4100 – Seminar/Clinic	3	EGEN 4110 – Seminar/Clinic	3
ILCS 3000 Level or above	3		
ILCS 3000 Level or above	3		
SEMESTER 9 (Master’s)		SEMESTER 10 (Master’s)	
EDCI 5092 - Practicum	3	EDCI 5093 – Practicum	4
EDCI 5094 – Seminar	3	EDCI 5095 – Seminar	3
EPSY 5195 – Research course	1	EPSY 5195 – Research Course	1
EPSY 5221 – Wise Technology (either semester)	1-3	EPSY 5221 – Wise Technology (either semester)	1-3
Diversity course (either semester)	3	Diversity course (either semester)	3
EDLR 5015 – Leadership (either semester)	3	EDLR 5015 – Leadership (either semester)	3
Elective	3-6	Elective	3-6
Content Pedagogy course (either semester)	3	Content Pedagogy course (either semester)	3

*Summer study abroad is also an option. Please consult with your advisor to determine the best timeline for you.

**Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

In some instances, students will be expected to complete an extended or additional study abroad sequence to improve language proficiency in preparation for certification exams.

Teacher candidates in World Languages are required to pass the American Council on the Teaching of Foreign Languages Writing Proficiency Test and Oral Proficiency Interview before they can be recommended for state certification. The State of Connecticut has set the ACTFL WPT and OPI passing score for Italian at the Advanced Low level or higher. The Neag School will make every effort to ensure that candidates reach the Advanced Low level. If a candidate does not score at this level, candidates will be required to participate in remediation activities that may include communicating with native and nonnative target language speakers, additional study abroad, proficiency-based courses, and collaborating with instructors specifically on proficiency goals, and participation in target language club activities in the department of Literatures, Cultures and Languages. Candidates will be required to retake the WPT/OPI following the completion of their remediation plans.

Learning Outcomes

Use communication-based strategies and authentic materials to teach Italian at the secondary (7-12) level and foster intercultural competence and global citizenship among their students;

Speak and write Italian at a minimum of the Advanced Low level, as required by ACTFL and the State of Connecticut’s Department of Education.

Enrollment & Graduation Projections

After a period of recruitment, we estimate that between 2 and 3 students per year will enroll in this program.

Financial Resources

The addition of these languages will capitalize upon already existing faculty, staff, and resources in the Neag School of Education and the Department of Languages, Cultures, and Literatures. No additional financial resources are requested.

Facilities//Equipment/Library/Special Resources

Neag School of Education. The Neag School of Education stands out as a major contributor to instructional and research excellence at the University of Connecticut. With academic departments dedicated to [educational leadership](#), [educational psychology](#), and [curriculum and instruction](#), the Neag School also offers a [five-year Integrated Bachelor's/Master's program in teacher education](#) and a one-year, [post-baccalaureate teacher education program](#) in critical shortage areas. According to 2018 *U.S. News & World Report* rankings, the Neag School ranks among the top 20 public graduate schools of education in the nation and has three specialty programs ranked in the top 20 nationally: Special Education, Educational Psychology, and Secondary Teacher Education.

The [Integrated Bachelor's/Master's Teacher Preparation Program](#) is a highly competitive five-year comprehensive teacher preparation program that integrates coursework and school-based clinic experiences facilitated by university and K-12 faculty in the preparation of pre-service teachers.

The IB/M program is built upon a foundation of program tenets that reflect state-of-the-art practice in teacher education.

Tenet 1: A broad liberal arts background with a specific subject area major is part of each pre-professional student's university program.

Tenet 2: A common core of pedagogical knowledge is required of all education majors, regardless of their area of specialization.

Tenet 3: Subject and grade-level specific pedagogical knowledge is tailored to the certification area toward which students are working.

Tenet 4: Teaching competence is built across six semesters of progressively challenging clinical experiences.

Tenet 5: Every student participates in clinic placements in a variety of settings.

Tenet 6: Analysis of and reflection on the interplay between student characteristics, teacher practices, and the broader issues and concerns of parents and society are essential in preparing educators to be decision makers, leaders, and innovators for the twenty-first century.

Freshman & Sophomore Years: A Liberal Arts Education

All students applying to the program must have a strong grounding in the liberal arts and also complete a subject area major.

Junior Year: A Common Core of Pedagogical Knowledge

In the Junior Year, centered on “Student as Learner,” all students, regardless of grade level and content area specializations, take core courses designed to help them learn about students as learners (e.g., learning theory, issues of exceptionality, etc.) and about schools as social institutions. These courses are designed to build a solid knowledge base that will be useful to prospective teachers of special and regular education, of elementary and secondary students, and of any content area.

The clinic assignment in the initial phase of the program is six hours each week spent in a **Professional Development Center (PDC)** school, where students can learn firsthand about student learning. Students participate in a seminar course designed to bridge the gap between the core courses and the clinic placement.

Senior Year: Subject and Grade-Level Specific Pedagogical Knowledge

During the Senior Year, termed “Student as Teacher,” students begin to specialize their studies and their clinic experiences in their certification area. Core courses are centered on methods of teaching specific content and specific grade levels.

During the fall semester, students spend at least six hours per week in a PDC school, in a classroom that corresponds with their certification area. In the spring semester students are involved in a full semester student teaching experience, working closely with a cooperating teacher and a university supervisor. During the senior year, seminar courses are centered on aspects of teaching and the student teaching experience.

Master’s Year: Professional Inquiry and Leadership

In the Master’s Year, termed “Teacher as Leader,” there is a significant change in the level of responsibility and autonomy assumed by the IB/M student as they become graduate students working toward their Master’s degree. The twin themes of the final year of the program are leadership and inquiry. The IB/M program in the fifth year encourages students to take on leadership roles in their schools and prepare them to serve as innovators and change agents in the education profession.

The clinic experience in the Master’s Year is known as the internship. Students work 18 hours per week in their internships for the entire academic year. Internships have been designed and proposed by school district personnel to meet the needs and interests of the school district in which the

internship takes place. Typically, internships place IB/M students in leadership roles, working collaboratively with teachers and administrators in designing and implementing curricula and special programs.

In addition to functioning as a teacher leader in an educational setting, the internship provides an opportunity for the IB/M student to conduct a significant piece of professional inquiry in the form of an inquiry project. Ideally, inquiry projects address issues of genuine concern to teachers and administrators working in the internship site. University faculty guide the students in the conceptualization, development, implementation, and writing of their inquiry projects. Through the process of completing the inquiry project, students learn how, when, and why to use inquiry as a tool for professional growth.

Program Administration

The program will be administered by the Department of Curriculum and Instruction. Michele Back, Associate Professor of World Languages Education, will serve as the advisor and instructor of record for methods courses and subject-specific seminars for the program.

Faculty

Name	Degree(s)	Status (FT/PT; tenure track/adjunct)
Michele Back, Associate Professor of World Languages Education	PhD	FT, tenured
Violet Jiménez-Sims, Associate Director of Teacher Education and Coordinator of School-University Partnerships	EdD	FT, clinical faculty
Ann Traynor, Assistant Dean and Certification Officer	EdD	FT
Philip Balma, Associate Professor	PhD	FT, tenured
Tina Chiappetta-Miller, Assistant Professor in-Residence	PhD	FT, non-tenure-track

Similar Programs in Connecticut or Region

Currently, three universities in the state certify in Italian at the undergraduate level (Central Connecticut State University, Southern Connecticut State University, and University of Saint Joseph) and one certifies in Italian at the graduate level (Fairfield University). Of course, our own TCPCG program also certifies in Italian. Within the region, the University of Massachusetts-Amherst offers a Master of Arts in Teaching in Italian. To our knowledge, the Neag School of Education is the only Integrated Bachelor's/Master's program in the state and region that would certify in Italian.

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Cara Bernard, Chair

Date: June 7, 2021

Re: Minutes of the Curricula & Courses Committee Meeting held on May 5, 2021

In attendance via Microsoft Teams: Cara Bernard, Michele Back, Richard Gonzales, Adam McCready, Allison Lombardi, Jaci VanHeest, and Ann Traynor

- 1) Approval of April, 2021 meeting minutes
 - *Cara began the meeting at 8:37am. Jaci made a motion to approve the April minutes, Richard seconded, and the motion passed unanimously (7-0).*

- 2) Revised Courses

- a) **EDLR 5085. Capstone Project in Sport Management** (*Current Catalog Copy*)
 - Students develop a semester-long capstone project in an area of sport management.

- EDLR 5085. Capstone Project in Sport Management** (*Proposed Catalog Copy*)
 - Students develop a semester-long capstone project in an area of sport management.

Reason for change: There is some old restrictive wording in the listing of EDLR 5085 sections 1 & 2 that should have been removed when the course shifted out of Kinesiology.

REMOVE: "Restricted to master's students in Kinesiology (sport management and sociology concentration) who have completed all course work toward the degree and are in the final semester."

- *Cara opened up the floor for discussion. Adam made a motion to approve the change; Ann seconded, and the motion passed unanimously (7-0).*

APPROVAL BY DEPARTMENT: April 6, 2021
APPROVAL BY C&C COMMITTEE: May 5, 2021
APPROVAL BY FACULTY COUNCIL: September 24, 2021

- 3) New Programs

- a) **EDCI – add new Graduate Certificate: Adolescent Literacy Support and Development**

Purpose: This certificate groups existing courses to create a short-term option for teachers who want to add a specialization in adolescent literacy development.

Proposed Catalog Copy: This 9-credit graduate certificate prepares educators to plan, enact and support the implementation of instruction that accelerates literacy growth and achievement for students in grades 6-12. Course requirements include EDCI5125, EDCI5250 and EDCI5140 or 5080.

- *After a discussion among the group, a motion was made by Michele to approve the GPAR pending a friendly amendment. Allison seconded, and the motion passed unanimously (7-0).*
- *Friendly amendment for Rachael: It came to our attention that special ed runs a literacy support certificate as well. We all recognize that the purpose and philosophy of each program are different. But, we thought it wise to check in with Devin Kearns who runs the program so special ed is aware of this program and its similar title; and to see if there is any overlap in content, etc.*

APPROVAL BY DEPARTMENT: April 10, 2021

APPROVAL BY C&C COMMITTEE: May 5, 2021 (*pending friendly amendment to GPAR*)

NOTE – Amended GPAR received: May 7, 2021

*Dr. Gabriel resubmitted her GPAR with an edit to the title, dropping the word support. The new certificate program will be called: **Adolescent Literacy Development**. Revised GPAR reviewed and accepted by Cara Bernard and Ann Traynor.*

Note – 2nd amendment received: June 7, 2021

EDCI Department Head, Todd Campbell, solicited approval for the literacy certificate from EDLR and EPSY Department Heads. Laura Burton and Michael Coyne communicated their approval via emails on June 7, 2021. Attached is a copy of the GPAR activity log indicating these approvals.

APPROVAL BY FACULTY COUNCIL: September 24, 2021

4) Revised Programs

a) EDCI Integrated Bachelor's/Master's (IB/M) Secondary Education; World Languages Education – add new areas of concentration: Italian Language Education; Latin/Classics Language Education

Justification: These two concentrations are currently approved at the state level and already offered through our Teachers Certification Program for College Graduates in Hartford, Avery Point, and Waterbury. Adding these concentrations to our IB/M program would further streamline our teacher certification programs in world languages and add more language options for the IB/M program.

Current Catalog Copy: IBM Concentrations in Elementary Education or Secondary Education. Secondary Education includes: English Education, World Language Education (American Sign Language, French, German, Mandarin Chinese, or Spanish), History and Social Studies Education, Mathematics Education, and Science Education (Biology, Chemistry, Earth Science, General Science, or Physics). Required Courses: EPSY 5195 for two credits; EDCI 5092 for three credits; EDCI 5093 for four credits; EDCI 5094 for three credits; and EDCI 5095 for three credits. Three credits of one of the following: EDCI 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5890, 5895, CLCS 5306, or GERM 5305. Three credits of EDLR 5015. One credit of EPSY 5221. Required courses should total 22 credits.

Proposed Catalog Copy: IBM Concentrations in Elementary Education or Secondary Education. Secondary Education includes: English Education, World Language Education (American Sign Language, French, German, **Italian, Latin/Classics**, Mandarin Chinese, or Spanish), History and Social Studies Education, Mathematics Education, and Science Education (Biology, Chemistry, Earth Science, General Science, or Physics). Required Courses: EPSY 5195 for two credits; EDCI 5092 for three credits; EDCI 5093 for four credits; EDCI 5094 for three credits; and EDCI 5095 for three credits. Three credits of one of the following: EDCI 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5890, 5895, CLCS 5306, or GERM 5305. Three credits of EDLR 5015. One credit of EPSY 5221. Required courses should total 22 credits.

- *Michele Back reviewed the purpose of adding these two languages to the IB/M program. Cara explained that each language should be submitted on a separate GPAR. Ann reviewed the different CIP codes that should be used. Ann made a motion to approve the GPAR pending these friendly edits; Jaci seconded, and the motion passed unanimously (7-0).*
- *Friendly amendment: Request to have Michele resubmit via 2 separate GPARs and to use the CIP codes that Ann and Cara provided. Michele will then need to complete the appropriate university forms to create the major.*

APPROVAL BY DEPARTMENT: April 28, 2021

APPROVAL BY C&C COMMITTEE: May 5, 2021 (*pending friendly amendments to GPAR*)

NOTE – Amended GPAR and 2nd GPAR received: May 18, 2021

M. Back provided separate GPARS for each language and has been asked to revise again to include the IB/M catalog copy language.

NOTE – Revised versions of original GPAR proposals received: May 27, 2021

Reviewed and accepted by Cara Bernard and Ann Traynor.

APPROVAL BY FACULTY COUNCIL: September 24, 2021

- *After the agenda items were reviewed, Ann discussed next year's committee with the group. Cara, Richard and Allison will be stepping off of C&C, so we will need a new representative from each department. Allison said EPSY will be voting this Friday at their Faculty Meeting for her replacement. Todd will submit someone for EDCI, and Adam will reach out to Laura about Richard's replacement. Jaci will take over as Chair of the committee.*
- *The group discussed the meeting dates/times for next year. It was decided that the 2nd Tuesday of each month at 10 am would work best and the meetings would continue as virtual.*

The meeting adjourned at 9:10am.

Attachment 18

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: New Undergraduate Major in Latin Language Education

RECOMMENDATION:

That the Board of Trustees approve a new undergraduate major in Latin Language Education in the Neag School of Education.

BACKGROUND:

The Neag School of Education's Integrated Bachelor's/Master's program in World Languages Education has been in operation for over thirty years and currently certifies in American Sign Language, French, Spanish, Mandarin Chinese, and German Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. The proposed program in Latin/Classics Language Education would be added to the existing world languages education majors. Preservice teachers would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.

Latin is already an approved language for certification in the Teachers Certification Program for College Graduates (TCPCG). Although the BS degree in Latin/Classics Language Education is a new concentration option for IB/M World Language, Latin Language certification at the bachelor's level is already approved for CT certification. Adding Latin/Classics to the IB/M world language education program would streamline the two teacher certification programs and offer more opportunities for potential language teachers to pursue certification. There are consistent job opportunities in Latin/Classics in the state of Connecticut and neighboring states that are in danger of going unfilled and being eliminated if more efforts are not made to recruit and certify teachers in these languages. After a period of recruitment, we estimate that between 2 and 3 students per year will enroll in this program. The addition of these languages will capitalize upon already existing faculty, staff, and resources in the Neag School of Education and the Department of Languages, Cultures, and Literatures. No additional financial resources are requested.

Request for New/Modified UConn Academic Degree Program or Name Change

General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Integrated Bachelor's/Master's (IB/M) Teacher Education Program
Add new area of concentration for Secondary World Language: Latin/Classics Language Education

Name of sponsoring Department(s): **Curriculum and Instruction**

Name of sponsoring School(s) and/or College(s): **Neag School of Education**

Campuses (Storrs and/or regional[s]) proposed to offer this degree program: **Storrs**

Contact person and contact details: **Michele Back, michele.back@uconn.edu**

Type of Proposal (New/Modified/Name Change/Discontinuation): **Modified Program**

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC): **Integrated B.S./M.A.**

Anticipated Initiation Date: **Fall 2022**

Anticipated Date of First Graduation: **Spring 2025**

CIP Code: **13.1333**

DHE Code (if available):

Submittal Information

Name of Department Head(s): **David Todd Campbell**

Department(s): **Curriculum and Instruction**

Signature of Department Head(s): *Todd Campbell* Date: **9/28/21**

Name of Dean: **Jason Irizarry**

School/College: **Neag School of Education**

Signature of Dean: *Jason Irizarry* Date: **10/8/2021**

Name of Document Recipient in Provost's Office: **Sarah Croucher** Date: **11/2/2021**

Please include the following applicable documents upon delivery to Provost's Office:

Course and Curriculum Committee Minutes (One set for all involved departments)
Undergraduate Program Review Committee Minutes (Undergrad Only)
Graduate Faculty Council Executive Committee Minutes (Grad Only; not for the Law School)
Board of Trustees Resolution (Template available on Provost's website)

The Provost's Office will submit the proposal to the Council of Deans, the Board of Trustees, the Advisory Committee on Accreditation (if necessary), and the Board of Regents.

Program Proposal Instructions

Please populate the following fields with all applicable information for your proposed program, modification, or discontinuation. The information below will be shared with the Council of Deans, the Board of Trustees, the Connecticut Board of Regents and the Advisory Committee in Accreditation (if necessary). If you have any questions, please contact the Provost's Office.

Please submit the Program Proposal in WORD format.

Further instructions are available here: <http://policy.uconn.edu/?p=1024>

CONSENT CALENDAR

Institution: University of Connecticut

Item:

Date:

Background & Description

The Neag School of Education's Integrated Bachelor's/Master's program in World Languages Education has been in operation for over thirty years and currently certifies in American Sign Language, French, Spanish, Mandarin Chinese, and German Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. In addition, graduates of the program have taken on leadership roles in world languages education at the school, district, and state level, including as department heads, district coordinators for world languages education, and past president of the Connecticut Council on Language Teaching (CT COLT).

The proposed program in Latin/Classics Language Education would be added to the existing world languages education majors. Preservice teachers would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. **The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.**

Reasons for the Proposed Program/Modification/Discontinuation

Latin is already an approved language for certification in the Teachers Certification Program for College Graduates (TCPCG). Although the BS degree in Latin/Classics Language Education is a new concentration option for IB/M World Language, Latin Language certification at the bachelor's level is already approved for CT certification. Adding Latin/Classics to the IB/M world language education program would streamline the two teacher certification programs and offer more opportunities for potential language teachers to pursue certification. There are consistent job opportunities in Latin/Classics in the state of Connecticut and neighboring states that are in danger of going unfilled and being eliminated if more efforts are not made to recruit and certify teachers in these languages.

Curriculum & Program Outline

NEAG SCHOOL OF EDUCATION (UEDUC)

UNIVERSITY OF CONNECTICUT (UCONN)

LATIN/CLASSICS LANGUAGE EDUCATION PROGRAM GUIDELINES

BACHELOR OF SCIENCE IN EDUCATION (LATIN2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in Latin/Classics Language Education (7-12) for students following the 2021-2022 requirements.

DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2021-2022, which include two W courses (one must be 2000-level or above and associated with the student's major), two Q courses (one Q course must be from Mathematics or Statistics), an Environmental Literacy course, and courses in Content Areas 1-4 (see catalog.uconn.edu for more information). In addition to the General Education Requirements, students must take a course in U.S. History (HIST 1501 or 1502) and PSYC 1100.
2. Complete a SUBJECT AREA MAJOR in Classics and Ancient Mediterranean Studies consisting of a minimum of thirty-six (36) credits in courses at the 1000's level or above in the field of concentration. A minimum of thirty (30) credits in CAMS with up to six (6) related credits. Up to six (6) credits in 1000-level courses may be included with prior consent of the faculty advisor.

Requirements include the following core language courses or equivalents: CAMS 1123, 1124, 3102. And, at least nine credits of the following literature courses or equivalents: CAMS 1103, 3102, 3221, 3224, 3225, 3226, 3227, 3232, 3241W, 3242W, 3244, 3245. And, at least twelve credits of the following culture and civilization courses or equivalents: CAMS 3102, 1102, 3325, 3326, 3330/W, 3335, 3340. (3102 can be repeated an unlimited number of times as long as the topic varies.)

It is strongly recommended that students complete a maximum number of courses in their major language, proactively seek out multiple opportunities to develop control of the written language, and pursue meaningful study abroad at the earliest feasible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3215 – Introduction to Secondary Methods and Clinic – World Languages	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4205W – Methods of Foreign Language Instruction, Pre-K-12	3 credits
EPSY 3125 – Classroom and Behavior Management	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Curriculum Electives/Graduate Liberal Arts (6 credits): choose electives from 5000-level or higher Latin courses, and from the content pedagogy or language and cultural diversity courses.

Content Pedagogy: (3 credits): *Choose one:* ALDS 5000 – Foundations of Applied Linguistics and Discourse Studies; ALDS 5020 – Second Language Speech Learning; ALDS 5040 – Developing Pragmatic Competence in Another Language: Research and Practice; EDCI 5006 – Comparative and International Education, 5700 – Foundations of Bilingual Education, LING 6160 – Second Language Acquisition; CAMS 5307 – Problems in Classics Literature or Philology, or equivalent.

Language and Cultural Diversity in Education: (3 credits) *Choose one:* 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 Bilingualism, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5830 – Theory & Practice of Intercultural Education, EDCI 5875 – Multicultural Education, 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 & Human Rights II

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Technology: EPSY 5221 – Wise Integration of Technology into Teaching and Learning Environments (1-3 credits)

CLASSICS EDUCATION (CLASSICS)

SAMPLE SEMESTER SEQUENCE

SEMESTER 1		SEMESTER 2	
CAMS 1123 – Intermediate Latin I	4	Content Area 2/4	3
ENGL 1007 or 1010 or 1011 or 2011	4	E Course	3
HIST 1501 or 1502 – US History (Also fulfills CA 1)	3	Q Course (STAT 1000Q or 1100Q – Statistics, suggested)	4
PSYC 1100 – Psychology (Also fulfills CA 3)	3	CAMS 1124 – Intermediate Latin II	3
Content Area 2	3	CAMS 1102—Roman Civilization	3
SEMESTER 3		*SEMESTER 4	
Q Course	3	CAMS 3242W – Greek and Roman Drama	3
Content Area 3 Lab (BIOL/CHEM/GSCI/PHYS)	3 or 4	CAMS 3000 Level or above	3
CAMS 3102 – Topics in Advanced Latin	3	CAMS 3000 Level or above, Literature	3
CAMS 3244 – Ancient Fictions	3	CAMS 3000 Level or above, Culture & Civilization	3
**EPSY 3010 – Educational Psychology	3	CAMS 3000 Level or above, Culture & Civilization	3
SEMESTER 5		SEMESTER 6	
EPSY 3110 – Exceptionality (fall or spring junior year)	2	EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3	EDCI 3215 – Intro. to Secondary Methods & Clinic	3
EGEN 3100 – Seminar/Clinic	3	EDCI 4010 – Teaching Reading & Writing in the Content Areas	2
Content Area 4	3	CAMS 3000 Level or above	3
CAMS 3000 Level or above, Literature	3	***CAMS 3241W – Greek and Roman Epic	3
CAMS 3000 Level or above, Culture & Civilization	3	CAMS 3000 Level or above	3
SEMESTER 7		SEMESTER 8	
EPSY 3125 – Classroom and Behavior Management	3	EPSY 4010 – Assessment of Learning	2
EDCI 4205W – Methods of Foreign Language Instruction	3	EDCI 4250 – Directed Student Teaching	9
EGEN 4100 – Seminar/Clinic	3	EGEN 4110 – Seminar/Clinic	3
CAMS 3000 Level or above	3		
CAMS 3299 Independent Study	3		
SEMESTER 9 (Master's)		SEMESTER 10 (Master's)	
EDCI 5092 – Practicum	3	EDCI 5093 – Practicum	4
EDCI 5094 – Seminar	3	EDCI 5095 – Seminar	3
EPSY 5195 – Research course	1	EPSY 5195 – Research Course	1
EPSY 5221 – Wise Technology (either semester)	1-3	EPSY 5221 – Wise Technology (either semester)	1-3
Diversity course (either semester)	3	Diversity course (either semester)	3
EDLR 5015 – Leadership (either semester)	3	EDLR 5015 – Leadership (either semester)	3
Elective	3-6	Elective	3-6
Content Pedagogy course (either semester)	3	Content Pedagogy course (either semester)	3

*Students are encouraged to pursue study abroad opportunities either during spring semester of sophomore year or during the summer.

**Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Teacher candidates in Latin are encouraged to take coursework in Greek as well in order to have comprehensive experience in Classical Studies.

Teacher candidates in Latin are also required to pass the American Council on the Teaching of Foreign Languages Latin Interpretive Reading Assessment (ALIRA) before they can be recommended for Neag certification. Although there is currently no State of Connecticut requirement regarding passing score, students should attempt to pass at the Intermediate level or higher.

Learning Outcomes

Use communication-based strategies and authentic materials to teach Latin/Classics at the secondary (7-12) level and foster intercultural competence and global citizenship among their students;

Read and write Latin/Classics at a minimum of the Intermediate level, as assessed by the Latin/Classics Interpretive Reading Assessment (ALIRA).

Enrollment & Graduation Projections

After a period of recruitment, we estimate that between 2 and 3 students per year will enroll in this program.

Financial Resources

The addition of these languages will capitalize upon already existing faculty, staff, and resources in the Neag School of Education and the Department of Languages, Cultures, and Literatures. No additional financial resources are requested.

Facilities//Equipment/Library/Special Resources

Neag School of Education. The Neag School of Education stands out as a major contributor to instructional and research excellence at the University of Connecticut. With academic departments dedicated to [educational leadership](#), [educational psychology](#), and [curriculum and instruction](#), the Neag School also offers a [five-year Integrated Bachelor's/Master's program in teacher education](#) and a one-year, [post-baccalaureate teacher education program](#) in critical shortage areas. According to 2018 *U.S. News & World Report* rankings, the Neag School ranks among the top 20 public graduate schools of education in the nation and has three specialty programs ranked in the top 20 nationally: Special Education, Educational Psychology, and Secondary Teacher Education.

The [Integrated Bachelor's/Master's Teacher Preparation Program](#) is a highly competitive five-year comprehensive teacher preparation program that integrates coursework and school-based clinic experiences facilitated by university and K-12 faculty in the preparation of pre-service teachers.

The IB/M program is built upon a foundation of program tenets that reflect state-of-the-art practice in teacher education.

Tenet 1: A broad liberal arts background with a specific subject area major is part of each pre-professional student's university program.

Tenet 2: A common core of pedagogical knowledge is required of all education majors, regardless of their area of specialization.

Tenet 3: Subject and grade-level specific pedagogical knowledge is tailored to the certification area toward which students are working.

Tenet 4: Teaching competence is built across six semesters of progressively challenging clinical experiences.

Tenet 5: Every student participates in clinic placements in a variety of settings.

Tenet 6: Analysis of and reflection on the interplay between student characteristics, teacher practices, and the broader issues and concerns of parents and society are essential in preparing educators to be decision makers, leaders, and innovators for the twenty-first century.

Freshman & Sophomore Years: A Liberal Arts Education

All students applying to the program must have a strong grounding in the liberal arts and also complete a subject area major.

Junior Year: A Common Core of Pedagogical Knowledge

In the Junior Year, centered on “Student as Learner,” all students, regardless of grade level and content area specializations, take core courses designed to help them learn about students as learners (e.g., learning theory, issues of exceptionality, etc.) and about schools as social institutions. These courses are designed to build a solid knowledge base that will be useful to prospective teachers of special and regular education, of elementary and secondary students, and of any content area.

The clinic assignment in the initial phase of the program is six hours each week spent in a **Professional Development Center (PDC)** school, where students can learn firsthand about student learning. Students participate in a seminar course designed to bridge the gap between the core courses and the clinic placement.

Senior Year: Subject and Grade-Level Specific Pedagogical Knowledge

During the Senior Year, termed “Student as Teacher,” students begin to specialize their studies and their clinic experiences in their certification area. Core courses are centered on methods of teaching specific content and specific grade levels.

During the fall semester, students spend at least six hours per week in a PDC school, in a classroom that corresponds with their certification area. In the spring semester students are involved in a full semester student teaching experience, working closely with a cooperating teacher and a university supervisor. During the senior year, seminar courses are centered on aspects of teaching and the student teaching experience.

Master’s Year: Professional Inquiry and Leadership

In the Master’s Year, termed “Teacher as Leader,” there is a significant change in the level of responsibility and autonomy assumed by the IB/M student as they become graduate students working toward their Master’s degree. The twin themes of the final year of the program are leadership and inquiry. The IB/M program in the fifth year encourages students to take on leadership roles in their schools and prepare them to serve as innovators and change agents in the education profession.

The clinic experience in the Master’s Year is known as the internship. Students work 18 hours per week in their internships for the entire academic year. Internships have been designed and proposed by school district personnel to meet the needs and interests of the school district in which the internship takes place. Typically, internships place IB/M students in leadership roles, working collaboratively with teachers and administrators in designing and implementing curricula and special programs.

In addition to functioning as a teacher leader in an educational setting, the internship provides an opportunity for the IB/M student to conduct a significant piece of professional inquiry in the form of an inquiry project. Ideally, inquiry projects address issues of genuine concern to teachers and administrators working in the internship site. University faculty guide the students in the conceptualization, development, implementation, and writing of their inquiry projects. Through the process of completing the inquiry project, students learn how, when, and why to use inquiry as a tool for professional growth.

Program Administration

The program will be administered by the Department of Curriculum and Instruction. Michele Back, Associate Professor of World Languages Education, will serve as the advisor and instructor of record for methods courses and subject-specific seminars for the program.

Faculty

Name	Degree(s)	Status (FT/PT; tenure track/adjunct)
Michele Back, Associate Professor of World Languages Education	PhD	FT, tenured
Violet Jiménez-Sims, Associate Director of Teacher Education and Coordinator of School-University Partnerships	EdD	FT, clinical faculty
Ann Traynor, Assistant Dean and Certification Officer	EdD	FT
Roger Travis, Associate Professor, Classics	PhD	FT, tenured
Nina Coppolino, Associate Professor in Residence	PhD	FT, non-tenure-track

Similar Programs in Connecticut or Region

Currently, only the University of Saint Joseph certifies in Latin/Classics at the undergraduate level. Of course, our own TCPCG program certifies in Latin/Classics at the graduate level, as

does Fairfield University. To our knowledge, the Neag School of Education is the only Integrated Bachelor's/Master's program in the state and region that would certify in Latin/Classics.

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Cara Bernard, Chair

Date: June 7, 2021

Re: Minutes of the Curricula & Courses Committee Meeting held on May 5, 2021

In attendance via Microsoft Teams: Cara Bernard, Michele Back, Richard Gonzales, Adam McCready, Allison Lombardi, Jaci VanHeest, and Ann Traynor

- 1) Approval of April, 2021 meeting minutes
 - *Cara began the meeting at 8:37am. Jaci made a motion to approve the April minutes, Richard seconded, and the motion passed unanimously (7-0).*

- 2) Revised Courses

- a) **EDLR 5085. Capstone Project in Sport Management** (*Current Catalog Copy*)
 - Students develop a semester-long capstone project in an area of sport management.

- EDLR 5085. Capstone Project in Sport Management** (*Proposed Catalog Copy*)
 - Students develop a semester-long capstone project in an area of sport management.

Reason for change: There is some old restrictive wording in the listing of EDLR 5085 sections 1 & 2 that should have been removed when the course shifted out of Kinesiology.

REMOVE: "Restricted to master's students in Kinesiology (sport management and sociology concentration) who have completed all course work toward the degree and are in the final semester."

- *Cara opened up the floor for discussion. Adam made a motion to approve the change; Ann seconded, and the motion passed unanimously (7-0).*

APPROVAL BY DEPARTMENT: April 6, 2021
APPROVAL BY C&C COMMITTEE: May 5, 2021
APPROVAL BY FACULTY COUNCIL: September 24, 2021

- 3) New Programs

- a) **EDCI – add new Graduate Certificate: Adolescent Literacy Support and Development**

Purpose: This certificate groups existing courses to create a short-term option for teachers who want to add a specialization in adolescent literacy development.

Proposed Catalog Copy: This 9-credit graduate certificate prepares educators to plan, enact and support the implementation of instruction that accelerates literacy growth and achievement for students in grades 6-12. Course requirements include EDCI5125, EDCI5250 and EDCI5140 or 5080.

- *After a discussion among the group, a motion was made by Michele to approve the GPAR pending a friendly amendment. Allison seconded, and the motion passed unanimously (7-0).*
- *Friendly amendment for Rachael: It came to our attention that special ed runs a literacy support certificate as well. We all recognize that the purpose and philosophy of each program are different. But, we thought it wise to check in with Devin Kearns who runs the program so special ed is aware of this program and its similar title; and to see if there is any overlap in content, etc.*

APPROVAL BY DEPARTMENT: April 10, 2021

APPROVAL BY C&C COMMITTEE: May 5, 2021 (*pending friendly amendment to GPAR*)

NOTE – Amended GPAR received: May 7, 2021

*Dr. Gabriel resubmitted her GPAR with an edit to the title, dropping the word support. The new certificate program will be called: **Adolescent Literacy Development**. Revised GPAR reviewed and accepted by Cara Bernard and Ann Traynor.*

Note – 2nd amendment received: June 7, 2021

EDCI Department Head, Todd Campbell, solicited approval for the literacy certificate from EDLR and EPSY Department Heads. Laura Burton and Michael Coyne communicated their approval via emails on June 7, 2021. Attached is a copy of the GPAR activity log indicating these approvals.

APPROVAL BY FACULTY COUNCIL: September 24, 2021

4) Revised Programs

a) EDCI Integrated Bachelor's/Master's (IB/M) Secondary Education; World Languages Education – add new areas of concentration: Italian Language Education; Latin/Classics Language Education

Justification: These two concentrations are currently approved at the state level and already offered through our Teachers Certification Program for College Graduates in Hartford, Avery Point, and Waterbury. Adding these concentrations to our IB/M program would further streamline our teacher certification programs in world languages and add more language options for the IB/M program.

Current Catalog Copy: IBM Concentrations in Elementary Education or Secondary Education. Secondary Education includes: English Education, World Language Education (American Sign Language, French, German, Mandarin Chinese, or Spanish), History and Social Studies Education, Mathematics Education, and Science Education (Biology, Chemistry, Earth Science, General Science, or Physics). Required Courses: EPSY 5195 for two credits; EDCI 5092 for three credits; EDCI 5093 for four credits; EDCI 5094 for three credits; and EDCI 5095 for three credits. Three credits of one of the following: EDCI 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5890, 5895, CLCS 5306, or GERM 5305. Three credits of EDLR 5015. One credit of EPSY 5221. Required courses should total 22 credits.

Proposed Catalog Copy: IBM Concentrations in Elementary Education or Secondary Education. Secondary Education includes: English Education, World Language Education (American Sign Language, French, German, **Italian, Latin/Classics**, Mandarin Chinese, or Spanish), History and Social Studies Education, Mathematics Education, and Science Education (Biology, Chemistry, Earth Science, General Science, or Physics). Required Courses: EPSY 5195 for two credits; EDCI 5092 for three credits; EDCI 5093 for four credits; EDCI 5094 for three credits; and EDCI 5095 for three credits. Three credits of one of the following: EDCI 5700, 5705, 5715, 5720, 5740, 5742, 5750, 5875, 5890, 5895, CLCS 5306, or GERM 5305. Three credits of EDLR 5015. One credit of EPSY 5221. Required courses should total 22 credits.

- *Michele Back reviewed the purpose of adding these two languages to the IB/M program. Cara explained that each language should be submitted on a separate GPAR. Ann reviewed the different CIP codes that should be used. Ann made a motion to approve the GPAR pending these friendly edits; Jaci seconded, and the motion passed unanimously (7-0).*
- *Friendly amendment: Request to have Michele resubmit via 2 separate GPARs and to use the CIP codes that Ann and Cara provided. Michele will then need to complete the appropriate university forms to create the major.*

APPROVAL BY DEPARTMENT: April 28, 2021

APPROVAL BY C&C COMMITTEE: May 5, 2021 (*pending friendly amendments to GPAR*)

NOTE – Amended GPAR and 2nd GPAR received: May 18, 2021

M. Back provided separate GPARS for each language and has been asked to revise again to include the IB/M catalog copy language.

NOTE – Revised versions of original GPAR proposals received: May 27, 2021

Reviewed and accepted by Cara Bernard and Ann Traynor.

APPROVAL BY FACULTY COUNCIL: September 24, 2021

- *After the agenda items were reviewed, Ann discussed next year's committee with the group. Cara, Richard and Allison will be stepping off of C&C, so we will need a new representative from each department. Allison said EPSY will be voting this Friday at their Faculty Meeting for her replacement. Todd will submit someone for EDCI, and Adam will reach out to Laura about Richard's replacement. Jaci will take over as Chair of the committee.*
- *The group discussed the meeting dates/times for next year. It was decided that the 2nd Tuesday of each month at 10 am would work best and the meetings would continue as virtual.*

The meeting adjourned at 9:10am.

Attachment 19

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Name Change from Department of Geosciences (GSCI) to Department of Earth Sciences (ERTH)

RECOMMENDATION:

That the Board of Trustees approve the name change from the Department of Geosciences (GSCI) to Department of Earth Sciences (ERTH).

BACKGROUND:

The rationale for the proposed name change, from Geosciences to Earth Sciences, stems from the need to find a name that adequately reflects the range of research and teaching that takes place in the department and benefits the department by being immediately recognizable and understood by students (and parents). In addition, the proposed name change will bring the department into line with national trends in the geological and related sciences.

Given that “geo-” is derived from the Greek work meaning “earth,” a shift to Earth Sciences may seem pedantic. However, over the past decade definition of the term “geosciences” has slowly evolved to refer specifically to the fields within the earth sciences that deal with the solid earth (e.g., geology, geophysics, geodesy, etc.), leaving out other fields such as hydrogeology, geochemistry, paleontology, paleoclimatology, paleoceanography, and many more, which are critical areas of teaching and research in most university departments, including UConn’s. “Geosciences” has also been adopted by the energy industry. Thus, as society turns away from fossil fuels due to their role as a driver of current climate change, the name “geosciences” can create a barrier to attracting students to our discipline. By contrast, “Earth Sciences” is widely recognized to be concerned with the solid Earth, its waters, life, and the air that envelops it. The relevant fields of study include the geologic, hydrologic, biologic and atmospheric sciences, with the broad aim of understanding how these broad systems have interacted to control Earth’s evolution through time and create its present features. UConn is not alone in shifting the department name from Geosciences to Earth Sciences. The American Geosciences Institute provides an annual directory of all geoscience departments in the US. This compendium shows that of the 108 R1 institutions with departments comparable to UConn’s, 57 feature Earth Sciences in the department (or school) name, whereas only 15 have retained the name Geosciences. An additional 30 utilize the names Geological Sciences or Geology. In this regard, the proposed name change will align the department with national trends.

Proposal for departmental name change

Department of Geosciences

Proposed name: Department of Earth Sciences

Proposed abbreviation: EARTH

This proposal does not presume any change in hiring, disciplinary focus, or administrative structure. In addition, no changes to major(s), minor(s), graduate and/or other related programs are proposed.

Justification

The rationale for the proposed name change, from Geosciences to Earth Sciences, stems from the need to find a name that adequately reflects the range of research and teaching that takes place in the department and benefits us by being immediately recognizable and understood by students (and parents). In addition, the proposed name change will bring us into line with national trends in the geological and related sciences.

Given that “geo-” is derived from the Greek work meaning “earth,” a shift to Earth Sciences may seem pedantic. However, over the past decade definition of the term “geosciences” has slowly evolved to refer specifically to the fields within the earth sciences that deal with the solid earth (e.g., geology, geophysics, geodesy, etc.), leaving out other fields such as hydrogeology, geochemistry, paleontology, paleoclimatology, paleoceanography, and many more, which are critical areas of teaching and research in most university departments, including UConn’s. “Geosciences” has also been adopted by the energy industry. Thus, as society turns away from fossil fuels due to their role as a driver of current climate change, the name “geosciences” can create a barrier to attracting students to our discipline. By contrast, “Earth Sciences” is widely recognized to be concerned with the solid Earth, its waters, life, and the air that envelops it. The relevant fields of study include the geologic, hydrologic, biologic and atmospheric sciences, with the broad aim of understanding how these broad systems have interacted to control Earth’s evolution through time and create its present features. Earth scientists use this knowledge to benefit society.

Most US K-12 school systems offer instruction in “Earth Sciences.” The term “Geosciences” rarely appears in the curriculum, and so is unfamiliar to many. In this regard, when students see our current department name, they have limited understanding of what we offer. We surveyed our current undergraduate majors, asking them if they were familiar with the term “Geosciences” prior to their arrival at UConn. Nearly half indicated they had not heard the term before taking a class in the department. Surveys of students in 1000 and 2000-level courses that are dominated by non-majors showed that while most students could define “Earth Sciences,” very few recognized the term “Geosciences” before enrolling in the class. At university open house events designed to recruit high school students, faculty have to explain what the geosciences are to students (and parents) before opportunities and careers can be discussed. The need to define ourselves in this way creates a barrier to recruitment that departments such as Physics, Chemistry, Mathematics, Geography, English, and many more do not have to overcome.

We are not alone in our proposal to shift the department name from Geosciences to Earth Sciences. For the reasons discussed above, the majority of university departments similar to ours across the US have undergone a name change over the past decade, from one involving geosciences, geological sciences, or geology to one that involves earth sciences alone or in combination with other terms such as atmospheric, climate, environmental, etc. The American Geosciences Institute provides an annual directory of all geoscience departments in the US. This compendium shows that of the 108 R1 institutions with departments comparable to UConn’s, 57 feature Earth Sciences in the department (or school) name, whereas only 15 have retained the name Geosciences. An additional 30 utilize the names Geological Sciences or Geology. In this regard, the proposed name change will align us with national trends.

The proposed name change was approved by consensus of the GSCI faculty on November 4, 2021.

Attachment 20

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D. 
Provost and Executive Vice President for Academic Affairs

RE: Name Change from Department of Management (MGMT) to Department of Management and Entrepreneurship (MENT)

RECOMMENDATION:

That the Board of Trustees approve the name change from the Department of Management (MGMT) to Department of Management and Entrepreneurship (MENT).

BACKGROUND:

The request for the proposed name change, from Management to Management and Entrepreneurship, comes from a desire to better reflect the increasing emphasis on entrepreneurship in the research, teaching and outreach activities done by members of the department. The name change serves as an important signal to external stakeholders, including students, parents, the business community, the scholarly community, our alumni, and donors, that the department are emphasizing entrepreneurship at the high level that reflects their considerable interests. The department sits at the center of a growing ecosystem of entrepreneurship classes and related activities. The department offer minors in entrepreneurship (currently 26 students enrolled) and entrepreneurship and technology innovation (9 students have declared the ENT and tech innovation minor) to non-business students. During 2017-19, the department taught primarily entrepreneurship classes to approximately 95 non-business students per semester. In recent semesters, the department have increased this to between 152 to 197 per semester.

Department members currently serve as directors of the UConn-wide Werth Institute for Entrepreneurship and Innovation (David Noble), and the School-wide Connecticut Center for Entrepreneurship and Innovation (Tim Folta). The department faculty are leading experts in organizational behavior, human resource management, and strategic management. In each of these research domains, distinct opportunities to study both established and more entrepreneurially oriented firms are being pursued by scholars in the department and in the wider research communities. The department are not the first management department to recognize the growing importance of entrepreneurship via a name change. While “Management” is still the most common department name, many highly regarded departments have made the change in recent years.

Proposal for Department Name Change

Dr. Greg Reilly, Management Department Head, School of Business

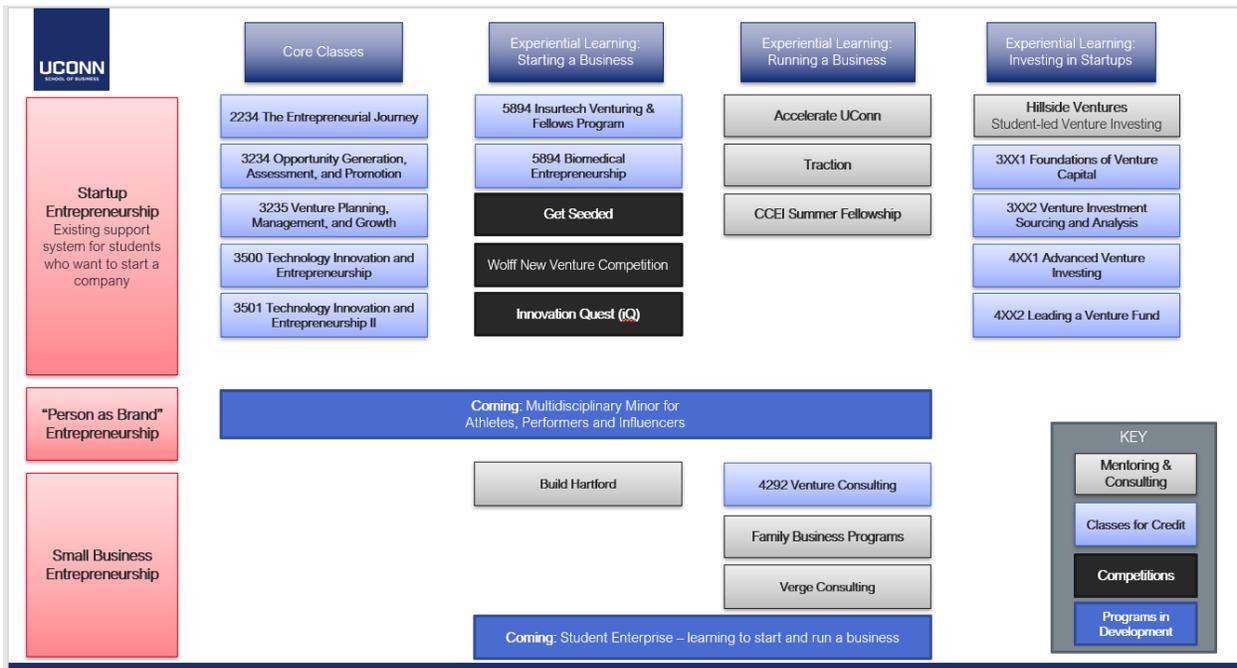
Proposed name: Management and Entrepreneurship Department

Proposed abbreviation: MENT

Justification

The request for the proposed name change, from Management to Management and Entrepreneurship, comes from a desire to better reflect the increasing emphasis on entrepreneurship in the research, teaching and outreach activities done by members of the department. The name change serves as an important signal to external stakeholders, including students, parents, the business community, the scholarly community, our alumni, and donors, that we are emphasizing entrepreneurship at the high level that reflects their considerable interests.

The department sits at the center of a growing ecosystem of entrepreneurship classes and related activities. We offer classes numerous classes on startup entrepreneurship and are developing new courses and extra-curricular activities aimed at both “Person as Brand” entrepreneurship (for athletes, performers, and social media) and small business entrepreneurship. In 2021, we created Hillside Ventures, a life transformative educational experience in which students learn to identify, analyze and invest in seed stage startup firms using \$1M in donations from our alumni and friends.



We offer minors in entrepreneurship (we currently have 26 enrolled) and entrepreneurship and technology innovation (9 have declared the ENT and tech innovation minor) to non-business students. During 2017-19, we taught primarily entrepreneurship classes to approximately 95 non-business students per semester. In recent semesters, we have increased this to between 152 to 197 per semester.

Department members currently serve as directors of the UConn-wide Werth Institute for Entrepreneurship and Innovation (David Noble), and the School-wide Connecticut Center for Entrepreneurship and Innovation (Tim Folta).

The department faculty are leading experts in organizational behavior, human resource management, and strategic management. In each of these research domains, distinct opportunities to study both established and more entrepreneurially oriented firms are being pursued by scholars in the department and in the wider research communities.

We are not the first management department to recognize the growing importance of entrepreneurship via a name change. While “Management” is still the most common department name, many highly regarded departments have made the change in recent years.

The proposed name change was approved by consensus of the department faculty on March 6, 2020.

Attachment 22

December 8, 2021

TO: Members of the Board of Trustees

FROM: Carl W. Lejuez, Ph.D.
Provost and Executive Vice President for Academic Affairs

RE: Academic Program Inventory



BACKGROUND:

The Office of Higher Education maintains an inventory of approved academic programs offered by public and independent colleges and universities in Connecticut. Those listings are available to the general public through the Office's web site and provide the most accurate up-to-date information about programs of study in our state.

The information on the Inventory of Approved Academic programs is an important resource and is used to convey educational information to a broad range of constituencies, both in Connecticut and across the country. Additionally, in order for veterans to receive their earned educational benefits, they must be enrolled in a program that is accredited.

The following non-substantive changes and updates are provided to the Board for informational purposes.

Non-Substantive Changes and Updates

- Change of locations offered: Ph.D. in Integrative Studies from Storrs to Avery Point, Hartford, Stamford, Storrs, UConn Health, and Waterbury
- Change Program Requirements: Ph.D. in Integrative Studies to clarify program requirements in Graduate Catalog Copy
- Name change: Indigeneity, Race, Ethnicity, and Politics (IREP) Graduate Certificate *to* Intersectional Indigeneity, Race, Ethnicity, and Politics (IIREP) Graduate Certificate
- Name change: Indigeneity, Race, Ethnicity, and Politics (IREP) Graduate Certificate *to* Intersectional Indigeneity, Race, Ethnicity, and Politics (IIREP) Graduate Certificate