

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: Jaci VanHeest, Chair

Date: March 9, 2022

Re: Minutes of the Curricula & Courses Committee Meeting held March 8, 2022

In attendance via Microsoft Teams: Jaci VanHeest, Michele Back, John Zack, Saran Stewart, Adam McCready, Ann Traynor and Dorothea Anagnostopoulos

1) Revised Courses

- *Jaci began the meeting at 9:02 am. She reviewed the following two course changes that Richard Gonzalez put through for the UCAPP program.*

a) **EDLR 5405: Instructional Leadership – Curriculum & Assessment (CAR 22-11985)**

Justification: A faculty review conducted in December 2021 after a full cycle of implementation of the UCAPP program of study approved by the University in 2018. The result of this process resulted in the recommendation for substantive modification of the existing/originally approved 5405 course. The proposed changes will better align the course title and content to principalship realities in the field, thereby enhancing the preparation experience.

Current Catalog Copy:

5405. Instructional Leadership: Curriculum and Assessment

Addresses instructional leadership with particular attention to how principals create and sustain systems for instructional improvement. In so doing, the course builds the competencies of aspiring leaders in using routines and teams to promote schoolwide change. Provides structured learning opportunities for aspiring leaders to reflect on the intersection between instructional and equity-oriented leadership to promote positive outcomes for all students.

Proposed Catalog Copy:

EDLR 5405: Instructional Leadership - Creating & Sustaining Instructional Improvement

This course addresses instructional leadership with particular attention to how principals create and sustain systems for instructional improvement with a strong focus on the relationship between the three elements of the instructional core to increase student learning and performance. In so doing, the course builds the competencies of instructional leaders in using various systems and structures in building educator data literacy, deepening instructional data-driven decision making, and the importance of collaborative teams and ongoing leadership coaching to promote school wide change that positively affects school culture and student achievement. Aspiring leaders are provided structured learning opportunities to reflect on the intersection between instructional and equity-oriented leadership.

- *John Zack made a motion to approve this change, Ann Traynor seconded, and all voted in favor (6-0).*

APPROVAL BY DEPARTMENT: February 8, 2022
APPROVAL BY DEPT. HEADS: February 21, 2022
APPROVAL BY C&C COMMITTEE: March 8, 2022
APPROVAL BY FACULTY COUNCIL: March 25, 2022

b) EDLR 5408: Leadership for Special Populations (CAR 22-11987)

Justification: A faculty review was conducted in December 2021 after a full cycle of implementation of the UCAPP program of study approved by the University in 2018. The result of this process was a recommendation to revise the title of the original/existing 5408 course. The proposed change will more accurately reflect the course focus and content as well as better align to the reality of principalship practice in the field.

Current Catalog Copy:

5408. Leadership for Special Populations

Addresses leadership to support special education students and other special populations in schools. It proposes that effective leadership for all special student populations involves particular knowledge and requires a strong equity orientation.

Proposed Catalog Copy:

EDLR 5408: Leadership for Inclusive School Communities

Addresses leadership to support special education students and other special populations in schools. It proposes that effective leadership for all special student populations involves particular knowledge and requires a strong equity orientation.

- *John Zack made a motion to approve this change, Adam seconded, and all voted in favor (6-0).*

APPROVAL BY DEPARTMENT: February 8, 2022
APPROVAL BY DEPT. HEADS: February 21, 2022
APPROVAL BY C&C COMMITTEE: March 8, 2022
APPROVAL BY FACULTY COUNCIL: March 25, 2022

2) Revised Programs

a) EDCI: English Education Program Guideline updates

Summary of Changes:

Change ENGL 2203 from one of two required courses to one of the options for the second required course. Add other options for the second required course.

American Literature (two courses): ENGL 2201–American Literature to 1880 and ~~ENGL 2203–American Literature since 1880, or equivalents.~~ one of the following:

~~ENGL 2203–American Literature since 1880, ENGL 2214–African American Literature, ENGL 2274–Disability in American Literature & Culture, ENGL 3210–Native American Literature, ENGL 3212–Asian American Literature; ENGL 3213/W–Eighteenth-and Nineteenth-Century African American Literature, ENGL 3215/W–Twentieth- and Twenty-First Century African American~~

Literature, ENGL 3217/W–Studies in African American Literature and Culture, ENGL 3218–Ethnic Literature of the United States, ENGL 3220–Jewish American Literature & Culture; ENGL 4201W–Advanced Study: American Literature; ENGL 2276/W–American Utopias and Dystopias; ENGL 3235/W–Reading the American City.

Drop one of the required British Literature courses:

British Literature (~~three~~ **two** courses): ENGL 2100–British Literature I, ~~ENGL 2101–British Literature II~~, and ENGL 3503–Shakespeare I, or equivalents.

Add course option for International Literature (ENGL 2305):

International Literature (one course): ENGL 1301–Major Works of Eastern Literature, ENGL 2301/W–Anglophone Literatures, **ENGL 2305–Modern Japanese Literature**, ENGL 3120–Early & Modern Irish Literature, ENGL 3122–Contemporary Irish Literature, ENGL 3301–Celtic & Norse Myth & Legend, ENGL 3318–Literature & Culture of the Third World, ENGL 3319–Topics in Postcolonial Studies, ENGL 3320–Literature & Culture of India, ENGL 3619–Literature & Human Rights, ENGL 3629–Intro to Holocaust Literature, ENGL 4301W–Advanced Study: Anglophone Literature, ENGL 4302W–Advanced Study: Literature of Australia, Canada, Ireland & New Zealand, or equivalent.

Justification We made the changes to provide more flexibility for students to meet requirements for Neag and CLAS English majors, and to increase the focus on English from a non-white/Western perspective. This is in line with NCTE/CAEP standards, which require candidates to “apply and demonstrate knowledge and theoretical perspectives...that represent a range of world literatures, historical traditions, genres, cultures, and lived experiences.”

- *Ann spoke about how they worked with the English Department who recently made changes. Tried to be supportive by providing a little more flexibility for our students who are dual degree as well as add different opportunities for our students to get English literature from a non-white lens. Dorothea was involved with changes; aligns with accreditation standards.*
- *John Zack made a motion to approve this change, Ann seconded, and all voted in favor (6-0).*

APPROVAL BY DEPARTMENT: February 2, 2022

APPROVAL BY DEPT. HEADS: February 3, 2022

APPROVAL BY C&C COMMITTEE: March 8, 2022

APPROVAL BY FACULTY COUNCIL: March 25, 2022

3) Approval of February, 2022 meeting minutes

- *John Zack made a motion to approve the February minutes, Adam seconded, and the motion passed unanimously (6-0).*
- *The meeting adjourned at 9:22am.*