

UConn

NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

To: C&C Committee Members

From: John Zack (acting Chair in place of Jaci VanHeest)

Date: November 19, 2024

Re: Minutes of the Curricula & Courses Committee Meeting, November 19, 2024

In attendance: John Zack, Rachael Gabriel, Alex Freidus, Joe Madaus, Ann Traynor, Dorothea Anagnostopoulos and Diane Herlihy

1) Approval of October 2024 meeting minutes

- Zack began the meeting at 10:01am. Joe made a motion to adopt the October, 2024 minutes, Alex seconded, and all voted in favor. (5-0).

2) Course Revisions

- Zack opened up a discussion about the UCAPP course revisions. Some questions were raised about the course numbering and whether it's allowed to change a course number to a course number that already exists.
- The Committee decided to go forward with a vote on the course revisions listed in items 2a through 2k. Alex made a motion to approve these 11 revisions, Joe seconded the motion, and all voted in favor (5-0).

a. EDLR 5401: Leadership of Educational Organizations (CAR 24-27973)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5401: Principalship & Administration of Educational Organizations

This course introduces students to concepts and skills which are fundamental to the principalship and successful administration of educational organizations. The overarching goal of the course is to provide pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations.

Proposed Catalog Copy:

EDLR 5401: Leadership of Educational Organizations

This course introduces students to concepts and skills which are fundamental to leadership and success of educational organizations. The overarching goal of the course is to provide pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations.

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b. EDLR 5402: Learning Theory and Leadership (CAR 24-27974)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification, and grading weight for theory of action has been adjusted.

Current Catalog Copy:

EDLR 5402: Human Development for School Leaders

This course introduces a variety of learning theories that can form the foundation for many practices and decisions as a school leader. Beyond pedagogy and school-aged learner learning theories, the course focuses in depth on adult learning concepts, research, and theory in relation to professional and organizational learning in a school/system context. In addition, this course will explore the role of new media applications and Web 2.0 to professional learning and human resource development in education.

Proposed Catalog Copy:

EDLR 5402: Learning Theory and Leadership

This course focuses on essential educational leadership concepts of organizational culture and continuous improvement. Developing a positive and strong culture of achievement lays the foundation for instructional quality and human capital development. Engaging educators, families, and community partners to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes.

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c. EDLR 5403: Systems and Structures to Support High-Quality Curriculum, Instruction & Assessment (CAR 24-27975)

Explanation: The proposed revision is to change the number of this course only. There are no changes to the content, objectives, or assignments of the currently approved version of this course.

Current Catalog Copy:

EDLR 5403: Instructional Leadership - Systems and Structures to Support High-quality Curriculum, Instruction, & Assessment

This course addresses instructional leadership with particular attention to how principals develop and support educators' effective instruction and instructional accommodations for all students. After forming a working definition of instructional leadership and understanding the systems and structures to support high-quality curriculum, instruction, and assessment; aspiring leaders will learn about facets of curriculum and instruction that can ameliorate outcomes for all students and groups. Aspiring leaders will also learn about leadership activities, including data use and communication strategies, to support improvement at both the classroom and school levels.

Proposed Catalog Copy:

EDLR 5404: Systems and Structures to Support High-quality Curriculum, Instruction, & Assessment

This course addresses instructional leadership with particular attention to how principals develop a shared vision focused on high expectations, by monitoring and continuously improving curriculum, instruction, and assessment for all learners. After forming a working definition of instructional leadership and understanding the systems and structures to support high-quality curriculum, instruction, and assessment; aspiring leaders will learn about various facets of curriculum and instruction that can ameliorate outcomes for all students. Aspiring leaders will also learn about leadership practices, including data use, collaborative learning opportunities, and communication strategies to support improvement at school and community levels.

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d. EDLR 5404: Organizational Culture and Continuous Improvement (CAR 24-27976)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5404: School Culture and Family & Community Engagement

This course focuses on essential educational leadership concepts of organizational culture and continuous improvement. Developing a positive and strong culture of achievement lays the foundation for instructional quality and human capital development. Engaging educators, families, and community partners to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes.

Proposed Catalog Copy:

EDLR 5405: Organizational Culture and Continuous Improvement

This course focuses on essential educational leadership concepts of organizational culture and continuous improvement. Developing a positive and strong culture of achievement lays the foundation for instructional quality and human capital development. Engaging educators, families, and community partners to support a shared vision and continuous improvement helps create the conditions for successful teaching and learning outcomes.

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e. EDLR 5495: Integrating Work-Life Balance for Education Leaders (CAR 24-27993)

Explanation: Previously an elective course, this proposed revised course will become required for all UCAPP students.

Current Catalog Copy:

EDLR 5495: Managing Work-Life Balance for School Leaders

This course provides an opportunity for UCAPP leaders to explore how school leaders manage work-life balance. School leaders who effectively achieve a healthy balance between personal life and work-life obligations are more likely to withstand the daily rigors of the principalship, less likely to experience burnout, and better situated to persist in the profession.

Proposed Catalog Copy:

EDLR 5414: Work-Life Integration for Education Leaders

This course provides an opportunity for UCAPP leaders to explore how educational leaders can achieve a healthy balance between personal life and work life commitments. Leaders who effectively manage life-work goals and obligations are more likely to withstand the daily rigors of leadership, less likely to experience burnout, and better situated to persist in the profession.

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f. EDLR 5405: Creating and Sustaining Instructional Improvement (CAR 24-28053)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current 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.

Proposed Catalog Copy:

EDLR 5406: Creating and Sustaining Instructional Improvement

This course addresses instructional leadership with particular attention to how leaders 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.

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g. EDLR 5406: Systems of Evaluating and Supporting Quality Teaching & Learning (CAR 24-28054)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5406: Talent Management - Supervision and Performance Evaluation

This course focuses on developing the knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. In addition, students will understand the elements of an effective teacher evaluation plan and the support required to implement, maintain it, and how to make professional learning useful and tied to individual teachers' identified needs. Further, students will know that well-designed evaluation systems are based on trust and strong relationships, where actionable feedback will lead to appropriate support to drive ongoing improvement. There is strong emphasis on the leadership role in understanding and reinforcing the relationship among teacher evaluation, professional learning, equitable access to high-quality instruction, and school improvement planning at large.

Proposed Catalog Copy:

EDLR 5407: Systems of Evaluating and Supporting Quality Teaching & Learning

This course focuses on developing the knowledge and skills needed to evaluate and support quality teaching and learning in schools. Upon completion of this course, students will build leadership skills necessary to develop common language about effective instructional practices; to implement an educator supervision process with competence and constancy; and to create a culture of learning that supports continuous improvement and ongoing professional growth. In addition, students will understand the elements of an effective educator evaluation and support process and the resources to implement it, maintain it, and how to make professional learning useful and tied to educators' identified needs. Further, students will know that a well-designed supervision system is based on trust and strong relationships, where actionable, evidence-based feedback will lead to appropriate support to drive ongoing continuous improvement. There is strong emphasis on the leadership role in understanding and reinforcing the relationship among educator growth, professional learning, equitable access to high-quality instruction, and school improvement planning at large.

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h. EDLR 5407: Contemporary Educational Policy Issues (CAR 24-28055)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5407: Contemporary Educational Policy Issues

This course introduces students to the formation and implementation of education policy with an emphasis on using policy to lead. Policies are the embodiment of a future valued state;

therefore, policies have significant influence on teaching, learning, and educational equity. Leaders who explicitly understand the consequences of policies across diverse populations and contexts will be in better positions to promote equity for the students and families they serve. Students will use their school, district, state, and federal environments as a means to develop understandings of the political dimensions of the education system. Students will engage in the development of school leadership skills through policy analysis.

Proposed Catalog Copy:

EDLR 5409: Contemporary Educational Policy Issues

This course introduces students to the formation and implementation of education policy with an emphasis on using policy to lead. Policies are the embodiment of a future valued state; therefore, policies have significant influence on teaching, learning, and educational equity. Leaders who explicitly understand the consequences of policies across diverse populations and contexts will be in better positions to promote equity for the students and families they serve. Students will use their school, district, state, and federal environments as a means to develop understandings of the political dimensions of the education system. Students will engage in the development of school leadership skills through policy analysis.

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i. EDLR 5409: Organizational Change and Sustainability (CAR 24-28056)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5409: Organizational Leadership - Improving Educational Organizations

This course focuses on essential school leadership aspects of improving schools as educational organizations. Students will examine facets of the school organization that have particular consequence for improving student learning in schools, being particularly mindful of the role the principal plays in influencing change and improvement in schools.

Proposed Catalog Copy:

EDLR 5410: Organizational Change and Sustainability

This course focuses on essential school leadership aspects of improving schools as educational organizations. Students will examine facets of the school organization that have particular consequence for improving student learning in schools, being particularly mindful of the role the principal plays in influencing change and improvement in schools.

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j. EDLR 5410: Professional Learning Systems (CAR 24-28057)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5410: Talent Management - Professional Learning

This course provides aspiring principals a firm understanding of the relationship between teacher evaluation, professional learning, and school improvement planning at large. Instruction is focused on using data and school-based information in the development and implementation of a coherent, comprehensive system of professional learning that strengthens the knowledge and skills needed to support continuous improvement to grow teaching, learning, and ultimately student achievement. Students will know and understand how to integrate adult learning theories, technical and adaptive leadership, equitable professional learning standards, and the instructional core as high leverage components of systemic professional growth opportunities for educators.

Proposed Catalog Copy:

EDLR 5411: Professional Learning Systems

This course provides aspiring leaders with a firm understanding of the relationship between educator evaluation, professional learning, and school improvement planning at large. Instruction is focused on using data and school-based information in the development and implementation of a coherent, comprehensive system of professional learning that strengthens the knowledge, and skills needed to support continuous improvement to grow teaching, learning, and ultimately student achievement. Students will know and understand how to integrate adult learning theories, technical and adaptive leadership, equitable professional learning standards, with a focus on the instructional core as high leverage components of systemic professional growth opportunities for all educators.

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k. EDLR 5411: Legal Aspects of Education (CAR 24-28058)

Explanation: Course title and content changes reflect feedback from comprehensive review of the plan of study. Proposed revised syllabus supports leadership learning for various positions associated CT intermediate administrator (092) certification.

Current Catalog Copy:

EDLR 5411: Legal Aspects of Education

This course provides an analytical framework for the significant legal issues that school administrators confront each day, including mandatory attendance, curriculum, school district obligations, liability issues, student rights, teacher and other employee constitutional and statutory rights, tenure, collective bargaining, special education, and religion in the schools. Participants will learn about constitutional law, statutory law, regulatory law, and case law, and how to find answers to legal questions.

The course will emphasize the practical application of legal principles to the responsibilities of teachers and administrators. The basic principles of school law will be presented through four

large group lectures and four classes of small group discussion, which will include individual reading and written reflections on specified topics, as facilitated by small group instructors assigned to each student. The instructors and participants will bring practical problems in school law forward for discussion, analysis, and proposed solutions.

At the end of the course, each student will be able to demonstrate improved:

knowledge of school law

skill in identifying legal problems in daily situations

skill in applying legal analysis to make appropriate decisions

Proposed Catalog Copy:

EDLR 5412: Legal Aspects of Education

This course provides an analytical framework for the significant legal issues that school administrators confront each day, including mandatory attendance, curriculum, school district obligations, liability issues, student rights, teacher and other employee constitutional and statutory rights, tenure, collective bargaining, special education, and religion in the schools. Participants will learn about constitutional law, statutory law, regulatory law, and case law, and how to find answers to legal questions.

The course will emphasize the practical application of legal principles to the responsibilities of teachers and administrators. The basic principles of school law will be presented through four large group lectures and four classes of small group discussion, which will include individual reading and written reflections on specified topics, as facilitated by small group instructors assigned to each student. The instructors and participants will bring practical problems in school law forward for discussion, analysis, and proposed solutions.

At the end of the course, each student will be able to demonstrate improved:

knowledge of school law

skill in identifying legal problems in daily situations

skill in applying legal analysis to make appropriate decisions

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I. EPSY/EDLR 3235: The Resident Assistant Experience (CAR 24-27734)

Explanation: The course has historically been listed as a Department of Educational Psychology course, but Department Educational Leadership faculty associated with the Higher Education and Student Affairs program are supporting Department of Residential Life staff with the course implementation and preparation.

Current Catalog Copy:

EPSY 3235 The Resident Assistant

Credit: 3 credit Catalog

Description: Focuses on the development of college students as it relates to college residence hall life and the Resident Assistant position. Topics include leadership, community development, select (human) student development theories, and issues of social justice. Students will develop a working knowledge of human development theory for college students and associated practical applications.

Proposed Catalog Copy:

EDLR 3235: The Resident Assistant Experience

Credits: 1 credit

Prerequisites: Open to Resident Assistants in their first year as an RA only Grading Basis: Graded

Course Description: This course focuses on the development of individuals in the Resident Assistant (RA) position at the University of Connecticut. Throughout this course, students will explore the theoretical foundations of emotional intelligence, student and community development, DEI, conflict management and communication. Through a combination of discussions, experiential activities, case studies, and self-reflection exercises, students will have the opportunity to deepen their understanding of emotional intelligence and develop practical skills that are essential in navigating the many components of the RA position.

- *Zack opened up a discussion on this course. C&C had approved a course revision for EPSY 3235 in September, changing it to a one-credit course. This is what should be reflected in the current catalog copy. The proposed catalog copy needs to add the language 'also offered as EPSY 3235' indicating the desire to have it cross listed. The proposed copy above does not mention this. EPSY will also need to submit a CAR requesting this change as well. Zack will email Adam and Jaci noting this. This Committee will vote on this item once these edits are made.*

APPROVAL BY DEPARTMENT: October 22, 2024

APPROVAL BY DEPT. HEADS: October 22, 2024

APPROVAL BY C&C COMMITTEE: not approved

APPROVAL BY NEAG FACULTY:

2) New Courses

a. **EDLR 5413: Synthesizing and Sustaining Leadership Learning (CAR 24-28059)**

Explanation: This new capstone course will enhance the program by having the students synthesize knowledge and experience from the two-year plan of study to develop a comprehensive leadership theory of action. Students will also develop a professional learning plan with post-UCAPP growth priorities.

Proposed Catalog Copy:

EDLR 5413: Synthesizing and Sustaining Leadership Learning

This course focuses on supporting UCAPP leaders to synthesize knowledge and skills in the four competency areas and plan for sustained leadership learning upon completion of the program. Emphasis is placed on articulating an equity-centered orientation and cultivating other leaders.

- *Zach reviewed the new course above. No discussion was needed, so Alex made a motion to approve this change, Joe seconded, and all voted in favor. (5-0).*

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3) Program Revisions

a. UConn Administrator Preparation Program – Sixth Year Diploma (GPAR 24-GONZ-49HUNN)

Explanation: Instructional delivery change is in response to consumer demand reflected in 3-year trend of enrollment decrease. Potential applicants prefer in-person classes to comprise up to 50% of course sessions.

Current Catalog Copy:

Year One, Summer Required Courses: two credits of EDLR 5401; two credits of EDLR 5402.

Year One, Fall Required Courses: two credits of EDLR 5403; two credits of EDLR 5404; one credit of EDLR 5092.

Year One, Spring Required Courses: two credits of EDLR 5405; two credits of EDLR 5406; one credit of EDLR 5092.

Year Two, Summer Required Course: two credits of EDLR 5407; three credits of EDLR 5408; one credit of EDLR 5092.

Year Two, Fall Required Courses: two credits of EDLR 5409; two credits of EDLR 5410; one credit of EDLR 5092.

Year Two, Spring Required Courses: two credits of EDLR 5411; two credits of EDLR 5412; one credit of EDLR 5092.

Proposed Catalog Copy:

Year One, Summer Required Courses: two credits of EDLR 5401; two credits of EDLR 5402; one credit of 5414.

Year One, Fall Required Courses: two credits of EDLR 5404; two credits of EDLR 5405; one credit of EDLR 5092.

Year One, Spring Required Courses: two credits of EDLR 5406; two credits of EDLR 5407; one credit of EDLR 5092.

Year Two, Summer Required Course: three credits of EDLR 5408; two credits of EDLR 5409.

Year Two, Fall Required Courses: two credits of EDLR 5410; two credits of EDLR 5411; one credit of EDLR 5092.

Year Two, Spring Required Courses: two credits of EDLR 5412; two credits of EDLR 5413; one credit of EDLR 5092.

- *Zach reviewed the UCAPP program changes above. No discussion was needed, so Joe made a motion to approve these changes, Ann seconded, and all voted in favor. (5-0).*

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- *The meeting adjourned at 10:29am.*