



To: C&C Committee Members

From: Mike Young, Chair

Re: Minutes of the C&C Committee Meeting held on September 19, 2018

In attendance: Michael Young, Casey Cobb, Tutita Casa, Richard Schwab, Melissa Bray, Cara Bernard, Ann Traynor, Joseph Madaus (ex officio) and Dianna Geissert

1. Election of Chair and Vice-Chair (1-year terms, potentially renewable)

Michael Young (EPSY) was elected Chair.
Casey Cobb (EDLR) was elected Vice-Chair

2. Dianna Geissert read the C&C Committee charge. Joe Madaus explained C&C structure and relationship to Faculty Council to members. Joe is Ex-Officio, non-voting, and Ann Traynor is a standing, voting member.

Joe noted that the members of the committee need to express department level discussions re: C&C proposals to the Committee as appropriate. Joe noted that the Faculty Council will not have a member attend the meetings, and instead the C&C Chair (or rep) will present at outset of FC meeting. This will be a consent agenda, with the possibility of pulling a course out for discussion, and a discussion of any course or program without unanimous consent.

3. CAR and GPAR systems

Joe reported that the Graduate School will be starting the Graduate Program Action Request (GPAR) system sometime this fall; this will likely parallel the Course Action Request (CAR) system.

4. Undergraduate v. Graduate course approvals

Joe explained that undergraduate courses go to the University C&C committee for review and approval after leaving the Neag School; Graduate courses go to the Graduate School.

5. Review of GEOC Course Renumbering Proposal

The Scholastic Standards Committee submitted a proposal (attached) to renumber undergraduate research, practicum, internship, etc. courses. Ann Traynor raised a question about EGEN 3100, 3310, 3120, and 4100 if these would need to be renumbered. The committee had no additional questions. Joe will follow up with Veronica Makowsky, the SSC Chair.

6. Review of UCAPP Proposals

The committee voted to review the UCAPP course revisions as a consent agenda. In discussion, committee members expressed that concerns/questions raised before by C&C had all been met. The Committee voted unanimously to approve the courses.

7. Review/Discussion of Independent Study/Variable Study/Special Topics guidance document

Joe presented the information developed last year by the C&C committee to explore the use of Independent Study, Variable and Special Topics courses. It was decided that this was an important area to follow up on and develop clear, working guidance. It was suggested that C&C representatives go back to their respective departments to see how such courses are set up, what forms are completed, is there an attached syllabus, and how they are approved and monitored. In the case of Variable Topics, how is the 3-times offered rule monitored and enforced. The committee will discuss findings in the next meeting.

8. The committee voted to adjourn at 10:45 am.

Date: September 24, 2018

To: Members of the Faculty Council

From: Mike Young, C & C Chair

Re: Recommendations for Approval

A. NEW COURSES

1. EDLR 5302 – Human Development for School Leaders; two credits. Summer 2019
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. Prerequisite: Departmental consent.

APPROVAL BY DEPARTMENT	April 25, 2018
APPROVAL BY C&C COMMITTEE	September 19, 2018
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2. EDLR 5303 – Instructional Leadership – Instruction and Intervention; two credits. Fall 2019
This course addresses instructional leadership with particular attention to how principals develop and support teachers' effective instruction and instructional accommodation for students. After forming a working definition of instructional leadership, aspiring leaders will learn about facets of curriculum and instruction that can ameliorate outcomes for students. Then they will learn about leadership activities, including data use and communication strategies, to support improvement at both the classroom and school levels. Prerequisite: Departmental consent.

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3. EDLR 5304 – Organizational Leadership – Culture and Parent & Community Engagement; two credits. Fall 2019
This course focuses on essential school leadership aspects of organizational culture and parent and community engagement. Developing a positive and strong culture of achievement lays the foundation for strategic improvement and supports instructional leadership and talent management effort. Proactively engaging parents and members of the community to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes. Prerequisite: Departmental consent.

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4. EDLR 5305 – Instructional Leadership – Curriculum & Assessment; two credits. Spring 2020

This course 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. In addition, the course 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.

Prerequisite: Departmental consent.

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5. EDLR 5306 – Talent Management – Supervision & Performance Evaluation; two credits. Spring 2020

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 and maintain it. There is a focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large. Prerequisite: Departmental consent.

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6. EDLR 5308 – Leadership for Special Populations; three credits. Summer 2020
This course 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. Prerequisite: Departmental consent.

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7. EDLR 5309 – Organizational Leadership – Improving Educational Organizations; two credits. Fall 2020

This course focuses on essential school leadership aspects of improving schools as educational organizations. Prerequisite: Departmental consent.

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8. EDLR 5310 – Talent Management – Professional Learning; two credits. Fall 2020
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 and maintain it. There is a focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large. Prerequisite: Departmental consent.

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9. EDLR 5312 – Organizational Leadership – Developing Organizational and Leadership Capacity; two credits. Spring 2021
This course focuses on essential school leadership aspects of developing organizational capacity for strategic and sustainable improvement. Students will examine the role the principal plays in ensuring the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. Prerequisite: Departmental consent.

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B. REVISED COURSES

1. EDLR 5306 – Principalship & Administration of Educational Organizations; three credits.
Current Catalog Copy
Introduces students to concepts and skills which are fundamental to the successful administration of educational organizations. Provides pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations. Uses Boman and Deal's conceptual framework (multi-frame thinking) which borrows ideas from sociology, management science, psychology, political science as well as social and cultural anthropology.

Revised Catalog Copy

EDLR 5301 – Principalship & Administration of Educational Organizations; two credits. Summer 2019

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. Prerequisite: Departmental consent.

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2. EDLR 5305 – Legal Aspects of Education; two credits.
Current Catalog Copy
Legal status of public schools; legal rights and responsibilities of administrators, parents, students, school board members, and teachers.

Revised Catalog Copy

EDLR 5311: Legal Aspects of Education; two credits. Winter Intersession 2020

Legal issues relevant to school administrators, including mandatory attendance, curriculum, school district obligations, liability issues, student rights, teacher and other employee rights, tenure, collective bargaining, and religion in schools. Departmental consent required.

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3. EDLR 5307 – Contemporary Educational Policy Issues; three credits.
Current Catalog Copy
Study of current educational policy issues. Prerequisite: Departmental consent.

Revised Catalog Copy

EDLR 5307. Contemporary Educational Policy Issues, Two credits. Summer 2020
This course introduces students to the formation and implementation of education policy. The study of education policy focuses on the processes by which society develops, implements, evaluates, and modifies the rules, both official and unofficial, by which the American education system runs. Prerequisite: Departmental consent.

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C. PROGRAM CHANGES

1. University of Connecticut Administrator Preparation Program (UCAPP);
See “Program Redesign Submission Form” for additional information.

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