

San Jose State University

Connie L. Lurie College of Education
Curriculum Committee

December 12th, 2012

Agenda

1. Minutes from November 28th, 2012
2. New Course Proposals: EDTE 230, EDTE 231, EDTE 232, EDTE 233 from Department of Elementary Education
3. Spring 2013 COE Curriculum Committee Dates: January 30th, February 27th, April 3rd, April 24th, May 15th.

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Minutes**

Present: Chris Hagie, Jolyn Asato, Pei-Tzu Tsai, Bernd Becker, Maureen Smith, Noni Reis, Brent Duckor, Mary McVey. Patty Swanson attended the meeting to talk about the four courses that she submitted to the committee for review.

Absent: Caitlin Williams

The members of the committee discussed the New Course Proposals for EDTE 230, EDTE 231, EDTE 232, EDTE 233 from Department of Elementary Education. Patty Swanson gave the committee the history and rationale for the development of these courses. The four courses are designed for practicing teachers who want to learn (more) about the newest theories and practices for teaching Math, mathematics language and the Common Core Curriculum, and the application of the new strategies. The first of the four courses (EDTE 232) will be taken over seven days in the summer and will be followed by a course (EDTE 233) that will be taken over the next academic year with in-person meetings and online instruction/discussion. The second set of classes will be offered in the same way, with EDTE 230 offered over a 7-day period in the summer and EDTE 231 following the next academic year. These courses will initially be offered through Special Sessions.

Committee members made some informal suggestions related to instructional rounds (Elmore Rich), instructional conversation from CREDE and the whole question of making the whole class discussion reach “deeper” levels. A suggestion was made to review the Smarter Balance Consortium, as it seems that these courses are preparing the teachers for new assessment practices.

These courses look very good to all committee members, but there are two areas that need some additional work. These are as follows:

1. Each green sheet (EDTE 230, EDTE 231, EDTE 232, EDTE 233) must be accessible, or written in the SJSU accessible syllabus template format, which meets the Academic Senate Policies’ requirements.
2. Each assignment should align with the course objectives, and should answer the question, “how do we know that the students are meeting the objectives?”. The SJSU accessible green sheet template states the following under the heading “**Assignments and Grading Policy**”:

(Insert your enumerations and brief descriptions for the course assignments here, and indicate how each assignment is aligning with the learning outcomes. Include information about due dates and assignment weights. Specify grading policies including how grades are determined, what grades are possible, whether extra credit is available, what the penalty is for late or missed work, and what constitutes a passing grade for the course. Include the date of the final exam/s. If you grade on participation, indicators on how participations will be assessed should be included. Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.)

When these two changes are made in each of the four green sheets, Patty will send the revised syllabi to the COE College of Education Curriculum Committee (through the Chair, who will distribute them); if committee members are able to review these before December 20th and vote online to approve, they will be sent on to the Deans' office, who will review and sign for approval and then they will be sent across campus for approval.