

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Elementary Mathematics I **Alpha Number:** EDU 324 **CIP No.** 27.0399

Type of Action:

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other: _____

Non-substantive Revision

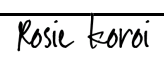
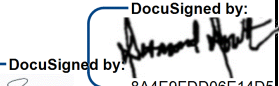

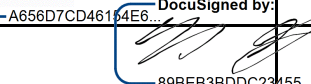
Select all that apply:

- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- Other: change in contact hours from 48 to 45

Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

| | Name | Signature | Date |
|----------------------------|----------------------|---|-----------|
| Department Chair | Rosie Koroi |  <small>DocuSigned by: 59252531E4FC4A3</small> | 7/28/2024 |
| Curriculum Committee Chair | Desmond Doulatram |  <small>DocuSigned by: 8A4F9FDD06F14D5</small> | 7/27/2024 |
| Dean | Vasemaca Savu |  <small>DocuSigned by: A656D7CD46164E6</small> | 7/31/2024 |
| VPASA | Dr. Elizabeth Switaj |  <small>DocuSigned by: 89BE83BDDC23455</small> | 8/2/2024 |

CMI COURSE OUTLINE

CIP No. 27.0399

Version No. 3

EDU 324
Alpha Number

Elementary Mathematics I
Course Title

Course Description: Provides students with knowledge of effective approaches to teaching whole numbers, geometry, and measurement. Includes teaching strategies to accommodate diverse learners. First of two courses in mathematics methods and content to prepare students as teachers of mathematics.

Course originally prepared by: Education Department Education Feb./2011
Most recent revision by: Alvin Page Education Dept June/ 2024

Course Modes: | X Face to Face (including Zoom) | _____ Hybrid
Distance Education |

Credits calculated by: X Credit Hour _____ Clock Hour _____ N/A

Contact Hours: 45

| Type | No. of Hours | No. of Credits | Maximum No. of Hours Online |
|--------------------------|--------------|----------------|-----------------------------|
| Lecture/Seminar/Workshop | 45 | 3 | |
| Clinical | | | |
| Practicum | | | |
| Lab | | | |
| Fieldwork | | | |
| Studio Time | | | |
| Total | 45 | 3 | |

Purpose(s) of Course: Degree Requirement BAEE
 Degree Elective _____
 General Education _____
 Credit Certification _____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: Completion of AS or AA degree from the CMI Or Admittance to CMI BAEE degree.

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Create lessons that utilize inquiry-based approaches to teaching.
2. Present standards-based lessons that include the use of manipulatives.
3. Create lessons to accommodate diverse learners.
4. Assess students' work in relation to standards.

SLO Mapping:

| Prerequisite Course SLO | Linked SLO from this Course | Explanation |
|---|---|--|
| Completion of AS or AA degree from CMI OR Admittance to CMI BAEE degree | 1.Create lessons that utilize inquiry-based approaches to teaching. 2.Present standards-based lessons that include the use of manipulatives. 3.Create lessons to accommodate diverse learners. 4.Assess students' work in relation to standards. | The prerequisite for the BAEE courses is completion of an associate degree from the College of the Marshall Islands. |

Links to Program Learning Outcomes:

| SLO | Linked PLO | I/P/M | Explanation of Link |
|-----|---|-------|---|
| 1. | 1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio. 4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom. | P | Students are provided opportunities to demonstrate and reflect on grade appropriate mathematics instruction using the RMI elementary curriculum for elementary students; and to keep a record of their experiences, activities, and |

| | | | |
|----|---|---|---|
| | | | resources for future reference. |
| 2. | 2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students. | P | Teachers use manipulatives to create engaging and meaningful lessons that provide an understanding of the concepts. |
| 3. | 3. Differentiate instruction for individuals, small and large groups. 6. Exhibit professional practices. | P | Teachers use a variety of connected activities to differentiate instruction for diverse learners at both the individual and group levels. |
| 4. | 5. Assess K-6 students' progress in all areas. 6. Exhibit professional practices. | P | Teachers use meaningful and varied assessment tools to determine the level of understanding of students. |

Course Content: Students in this course will understand:

Mathematics Topics:

1. Pre-number concepts
2. Counting
3. Numeration.
4. Introduction to geometry and measurement.
5. Whole number concepts, operations, and algorithms

Pedagogical Topics:

1. Standards in mathematics.
2. Methods of teaching math.
3. Numeration.
4. Assessment of children's mathematical understanding and performance.
5. Bloom's Taxonomy, SOLO Taxonomy
6. Learning plans

Higher Order Thinking Skills: Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Field teaching

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Assigned Readings |
| <input type="checkbox"/> | Field research (Interview with schools' principal or administrator) |
| <input type="checkbox"/> | Group Project |
| <input type="checkbox"/> | Observations |
| <input type="checkbox"/> | Presentations |
| <input type="checkbox"/> | Small and large group discussions |
| <input type="checkbox"/> | Case studies and critique |
| <input type="checkbox"/> | Movie Critique |
| <input type="checkbox"/> | Learning Games |

Recommended Assessment Tool Type(s):

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended texts: copy from EDU 325 when ready
E-copy
Johnson, Art, et al. *Guiding Children's Learning of Mathematics*, 13th ed. Cengage Learning, 2018. ISBN: 9780357702062

Hacker, Diana, and Nancy Sommers. *Rules for Writers*, 9th ed. bedford/st.martin's, 2019. ISBN: 978-1-319-05742-8

2. Equipment/Facilities:
Projector, Computer and Internet
3. Materials and Supplies:
Math manipulatives, Professional Teaching Videos, Supplemental Readings

College Mission

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

BoR approved 1st December, 2020

Connection to the College Mission

EDU 324 provides relevant and meaningful learning experiences which students can apply when they teach in the future; this is in support of the mission to provide access to quality education through enriching and engaging activities. In addition, this course will help future teachers use better, more effective approaches that should contribute to students building a foundation for improving their understanding of mathematics concepts.

BAEE degree Mission:

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students. *Approved November 23, 2016*

Connection to BAEE degree Mission

EDU 324 provides quality, higher educational services and prioritizes student success through engagement in relevant academic and career learning opportunities. We examine quality pedagogy to connect foundational concepts and subject-matter content with the goal of improving the daily lives of our BAEE students' elementary level students today and in the future. Engaging experienced teachers and pre-service teachers in authentic practice requires them to reflect on their own previous educational experiences and to become aware of better strategies that research proves to benefit learning.

CC Approved on June 14, 2024