




# CMI COURSE CURRICULUM COURSE ACTION

Course Title: Mathematics for Elementary Teachers I      Alpha Number: EDU 150      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
- 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	Dr. Pamela Perkins		7/9/2021
Curriculum Committee Chair	Florence Peter		7/9/2021
Dean	Vasemaca Savu		7/9/2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	7/11/2021



<b>Distribution Area:</b>	Humanities	
	Social Sciences	
	Mathematics (Credit)	<b>X</b>
	Science	

**Prerequisite:** C or better in MATH 090s or Credit Placement  
 C or better in ENG 80s  
Permission of Instructor

- Student Learning Outcomes:** Upon completion of this course, students will be able to:
1. Communicate verbally and in writing algorithms developed in problem solving
  2. Use inductive reasoning to represent real world situations using manipulatives, pictures, algebraic expressions, tables
  3. Apply problem solving skills, tools, and techniques to real world situations involving whole numbers
  4. Present an activity that addresses the RMI Mathematics Curriculum Standards

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
<b>Math 099</b> 1. Solve word problems using real numbers  <b>ENG 089</b> 1. Demonstrate critical reading strategies on scaffolded academic texts  4. Produce written compositions with minimal sentence-level errors in English grammar and mechanics	2. Use inductive reasoning to represent real world situations  3. Apply problems solving skills, tools, and techniques to real world situations involving whole numbers.  1. Communicate verbally and in writing algorithms developed in problem solving	All topic concepts are applied in real world situations. Skills and content learned in the prerequisite course are useful in achieving the SLOs involved.  Reading comprehension is necessary in problem solving which involves describing the procedures used in a concise manner.

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	<p>ASEE 5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers</p> <p>GE 5. Demonstrate quantitative literacy</p>	I	<p>Level of language used in describing or explaining procedures should be clear and concise and grade appropriate.</p>
2.	<p>ASEE 5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers</p>	I	<p>Making generalizations applicable to a given problem involves critical thinking skills.</p>
3.	<p>ASEE 5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers</p> <p>GE 3. Problem Solving Process, analyze, and synthesize information from a variety of sources in order to solve problems, and to formulate reasoned and substantiated individual points of view.</p>	I	<p>The ability to comprehend and use knowledge, facts, and data to develop a well thought out solution to a problem and its procedures involves critical thinking.</p>
4.	<p>ASEE 1. Display knowledge of school curriculum, emphasis on RMI.</p> <p>2. Identify cognitive and affective needs of students in the classroom.</p> <p>3. Practice self-reflection and professionalism in the classroom. (both as a student and as a teacher)</p> <p>4. Apply appropriate classroom teaching and management methods to promote a positive learning environment</p>	I	<p>Learning plans and their execution involve knowledge of the RMI Mathematics Curriculum.</p> <p>The selection of materials and methods used in the classroom should address both cognitive and affective needs of the students.</p> <p>As future teachers, students are taught to reflect on their own teaching taking into consideration what worked and what did not work and how they can improve their own teaching.</p> <p>Creating a classroom environment where students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions</p>

			is important.
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**Course Content:** Students in this course will be introduced to:

1. Teaching and mathematical concepts
2. Sets
3. Numeration
4. Mental Math and Estimation
5. Numerical Operations

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
  
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Field Observation and practice; journal writing

**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

**Equipment and Materials:**

1. Recommended texts:

Bennett, Albert Jr., et al. *Mathematics for Elementary Teachers: A Conceptual Approach, 10<sup>th</sup> ed.* McGraw-Hill, 2016. ISBN 978-0-07-803565-4

Ministry of Education Public School System. *RMI Mathematics Curriculum Standards*. Majuro, 2017.

2. Equipment/Facilities:  
Projector, laptop
3. Materials and Supplies:  
Manipulative kit, graph paper, graph board, calculators, rulers, meter sticks

### **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 College Mission:** This course provides learning experiences that are relevant and meaningful which students can apply when they teach their students in the future; this is in support of the mission to provide access to quality education through relevant and engaging activities. In addition, this course will also help future teachers use better and more effective approaches that should contribute to students building a foundation for improving their numerical literacy.

### **Department Mission:**

The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

*Approved by BoR August 22, 2018*

**Connection to Department Mission:** This course offers pre-service and current teachers quality higher level educational services that include elementary classroom experiences in mathematics based on quality pedagogy. By engaging in meaningful learning, students become familiar with and develop resources that provide foundations throughout the elementary curricula as a basis for lifelong learning.


**Certificate Of Completion**

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