A - New Course Proposal V. 7.2022 : Entry # 2438

DEAN Decision

Approved

Date

09/22/2022

SCHOOL EPC Decision

Approved

Date

11/11/2022

SCHOOL EPC Comments

This course was approved at the SSOE EPC meeting on 11/11/22.

Begin Form

Today's Date

09/22/2022

Your Name:

Leslie Cavendish

Your Email:

lcavendi@highpoint.edu

Are you a Department Chair?

Yes

By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Education

Which semester is this course to be taught for the first time?

Fall 2022

Information for the Registrar

Choose the department designator for your proposed course from the list below.

EDU

A - New Course Proposal V. 7.2022 : Entry # 2438

Proposed Course Number

3133

Is this course cross listed?

No

Does this course replace a current course?

No

Enter the title of your proposed course

EDU 3133: Methods of Teaching Mathematics I: Operation and Number

Enter the catalog description of your proposed course

The Methods of Teaching Mathematics series of courses is rooted in the National Council of Mathematics Principles and Standards for School Mathematics. Specifically, pre-service teachers will be introduced to the eight Mathematics Teaching Practices and Five Content Standards. Course I will enable preservice teachers to gain deep content and pedagogical knowledge for teaching Number and Operations and Algebraic Reasoning in the elementary school. Mathematics is taught for understanding where students are involved in problem solving, mathematical reasoning, communicating about mathematics, making connections, and creating and using mathematical representations.

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Not repeatable for credit

Offering cycle for your proposed course:

Fall semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

Acceptance in the SSOE.

Is this new course being proposed because of a proposal for a new or revised major or minor?

We are revising the Elementary Education Major to meet the changing requirements for Elementary Education Teacher Candidates and to align with new standards and expectations outlined by the National Council of Teacher Quality guidelines. This course may also be considered as an option for our Special Education - General Education majors as that major is also reviewed.

Gen Ed and Academic Programs

A - New Course Proposal V. 7.2022 : Entry # 2438

Is this course part of Gen Ed?

- No

Does this course count towards a major or a minor?

Yes

Will this course fulfill any of the below University academic program requirements?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review

Rationale for new course & consistency with departmental mission

This course is being proposed as part of a revision of the Elementary Education Major. We have consistently been listed as in the top 10% Elementary Education teacher education programs by National Council of Teacher Quality institution. We strive to be seen and recognized nationally for our teacher educator preparation programs, as we are preparing our graduates to not be excellent teachers for Guilford County or North Carolina, but nationally.

Recently, the requirements for mathematics content knowledge and instructional methods credits has been increased. In the past we have partnered with the Mathematics Department, in expecting our majors to take at least two mathematics courses to meet this requirement (and this was done with exceptional support). However, after multiple conversations with NCTQ, it has become apparent the expectations are that we increase the focus on teaching of mathematics methods while building content knowledge, thus the request to shift from requiring one teaching of mathematics course to two within the SSOE. This aligns with our Literacy framework within the major, with two Methods of Teaching Literacy courses.

Please list all student learning outcomes for this course

A - New Course Proposal V. 7.2022 : Entry # 2438

Please keep in mind, with the student learning for this course they pair with the revised learning outcomes for EDU 3233. All outcomes align with our accreditation standards (AAQEP), North Carolina Educator Evaluation Standards (NCEES) and National Council of Teachers of Mathematics (NCTM)

1. Preservice teachers will know what constitutes the essential topics and teaching practices in mathematics of the modern elementary school program (NCEES 3.a., 3.b., 3.c., 3.d.; NCTM 1). Student Work Analysis, Modeling Task Enactment

2. Preservice teachers will be able to select appropriate tools (e.g., technologies, manipulatives) and pedagogical strategies to teach mathematical content (NCEES 4.b., 4.c., 4.d., 4.e.; NCTM 1). Modeling Task Enactment

3. Preservice teachers will be able to use alternative methods for assessing students' work in elementary mathematics (NCEES 4.h). Student Work Analysis, Number Talk Enactment, Modeling Task Enactment

4. Preservice teachers will demonstrate the ability to reflect purposefully on one's mathematical teaching, planning, and knowledge (NCEES 5; NCTM 7). Modeling Task Enactment, Number Talk Enactment

5. Preservice teachers will be able to select worthwhile tasks and be able to support and extend student thinking (NCTM 1, 2, 3). Modeling Task Enactment, Student Work Analysis, Number Talk Enactment, Class Participation

Please list any units or content areas that will be required for all sections of this course

Acceptance in the Stout School of Education

Please list any assignments, tests, or other assessments that will be required for all sections of this course

Number Talk Enactment: You will prepare and enact a Number Talk with your peers. You will select a particular learning goal that aligns with your assigned grade level. You will complete and submit a plan prior to your Number Talk. Upon completing your Number Talk you will reflect on your enactment (see Number Talk Plan Document at the end of the syllabus.

Student Work Analysis: Three sets of student work will be given throughout the semester to provide practice for analyzing student work. Pre-service teachers will be asked to use manipulatives and models to provide extensions and connections to student strategies. Additionally, pre-service teachers will address student misconceptions. See rubric at the end of the syllabus.

Modeling Task Enactment: Pre-service teachers will enact two modeling tasks. For each task you will select a standard and write a learning objective. You will then select an appropriate visual model and manipulative to teach the learning object. Additionally, you will create a formative assessment to understand student thinking and then design follow-up tasks to extend or support student thinking. Your assessment should include an open or parallel task to increase accessibility. For the first task, you will select a K-2 standard. The second enactment should come from a 3-5 standard. You will reflect on both enactments. The goal is to make adjustments from the first enactment to the second.

Please list any readings or other materials that will be required for all sections of this course

Parrish, S. (2014). Number Talks: Whole Number Computation. Math Solutions.

Van DE Walle, J.A., Karp, K.S., & Bay-Williams, J.M. (2010). Elementary and Middle School Mathematics: Teaching Developmentally (7th ed). Pearson Education.

Please list any course policies that will be required for all sections of this course

Students are expected to complete all coursework and earn a C or higher for continuation in the Elementary Education Licensure Track.

Students who are absent 4 or more times may be involuntarily withdrawn from the course.

A - New Course Proposal V. 7.2022 : Entry # 2438

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

All contact hours will be met through seat time as outlined by HPU policies.

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

This course is for Education Majors only and will not be taken by students outside of SSOE.

This proposal was submitted a little over a week late, as the proposer is a new faculty member and extended time was granted by the Department Chair. Leslie Cavendish, Department Chair, had multiple major projects she was juggling at the time of the submission. Dr. Hilary Tanck has done a phenomenal job starting her semester at High Point University, teaching multiple courses in multiple programs as well as looking at our course offerings with fresh ideas and making valuable, informed recommendation for revisions for our students and licensure majors.

Sample Syllabus

- MathI_Tanck-Fall.pdf