

UWUCC/LBST →
via COE 4/9

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-24m	R-12/8/09 AP-4-13-10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person John D. Baker	Email Address jdbaker@iup.edu
Proposing Department/Unit Mathematics	Phone 724-357-3795

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
MATH 320 Mathematics for Early Childhood	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date 3-26-9
Department Chair(s)	3-27-09
College Curriculum Committee Chair	04/03/09
College Dean	4/7/09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	Date
Joseph Demarceli, TECC	4/28/09
May Ann Rafath, TECC	4/28/09
UWUCC Co-Chairs	4/19/10
Carl Schriest	

* where applicable

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APR 19 2010

Liberal Studies

Page 1

Received

MAR 26 2010

Liberal Studies

Received

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Liberal Studies

Part II. Description of Curriculum Change

1. New Syllabus of Record

I. CATALOG DESCRIPTION

MATH 320 Mathematics for Early Childhood

3c-01-3cr

Prerequisite: MATH 152 and ECED 200

Studies child-centered, activity-oriented mathematics for early childhood education (Pre-K to Grade 1). Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials.

II. COURSE OUTCOMES

RELATIONSHIP OF COURSE TO COLLEGE CONCEPTUAL FRAMEWORK:

The College of Education has developed a teacher education program based upon a pre-service teacher who is competent in content and pedagogy. MATH 320 is a methods course which utilizes the student's knowledge of the mathematics content of early childhood as a vehicle to develop a pedagogical framework for learning to teach mathematics. In the course, students use a variety of materials for teaching, observe exemplary teachers, plan lessons, work with elementary children, and make journal entries. These activities help pre-service teachers become reflective practitioners who are capable of inquiry into a variety of methods of teaching mathematics while learning to collaborate and interact with their peers and with experienced teachers. The structure of this course addresses the five content standards applicable to all grade levels as recommended by the National Council of Teachers of Mathematics (NCTM).

The student will:

- 1. discuss general techniques to promote equity for all children including multicultural and individual differences.**
- 2. explain and justify the importance of a coherent, focused, and well-articulated mathematics curriculum for young children in pre-K to Grade 1.**
- 3. analyze learning theories (with a focus on concrete instructional approaches) and the methods of teaching mathematics in grades pre-K to 1 that provide content knowledge in number, geometry, measurement, and data analysis and probability.**
- 4. observe, interview, and interact with young children in understanding their growth and development of mathematical thinking.**
- 5. demonstrate ways to encourage problem solving approaches to learning mathematics and make connections to the world of young children.**
- 6. recognize the role of early assessment and intervention in learning important mathematics.**
- 7. recognize the introductory role of calculators and computers to develop early number relationships and other mathematical concepts.**

Course Outcome	College Conceptual Framework / Danielson	INTASC Standard /Principle	NCATE / ACEI Elementary Education Program Standard	Course Assessment Measuring Outcome
1	1, 2	3	2.3, 4.0	Midterm, Final, Projects, and Quizzes
2	1	1, 4	2.3	Midterm, Final, Projects, and Quizzes
3	1, 2, 3, 4	2, 6, 7, 9	2.3, 3.1 - 3.5	Midterm, Final, Projects, and Quizzes
4	1, 3	2, 3, 6, 9	2.3, 3.1 - 3.3	Key Assessment: Practice Teaching Project
5	1, 2, 3, 4	2, 4 - 7, 9	2.3, 3.1 - 3.5	Midterm, Final, Projects, and Quizzes
6	1	8	4.0	Midterm, Final, Projects, and Quizzes
7	1, 2	4, 6	2.3	Midterm, Final, Projects, and Quizzes
8	1	2 - 5	2.3, 4.0	Midterm, Final, Projects, and Quizzes

III. COURSE OUTLINE / TIME SCHEDULE

A. Development of Pedagogy for Pre-K to Grade 1

4 academic hours

(*Outcome #1, #5, #6, #7, #8*)

1. Teaching mathematics to all children
 - a. English-Language Learners (1.5 hrs)
Chapter 1 pp. 2-6 and Chapter 3 pp.49-51. Additional curriculum will be drawn from selected references marked with an asterisk.
 - b. Children with special needs (2 hrs.)
Chapter 1 pp. 2-6 and Chapter 3 pp.49-51. Additional curriculum will be drawn from selected references marked with an asterisk.
 - c. Teaching gifted children
 - d. Addressing gender and multicultural issues
2. Examining current trends in national and state standards.
3. Using children's literature as a tool to teach math concepts.
4. Incorporating appropriate use of various technologies into Pre-K to Grade 1.
5. Teaching mathematics through problem solving, reasoning and communicating.

B. Teaching of Number and Operations in Pre-K to Grade 1 by providing children opportunities to:

8 academic hours

(*Outcome #2, #3*)

1. Develop early number sense, number relationships, and early place value concepts.
2. Count with understanding and recognize "how many" in sets of objects.
3. Represent, compare, and order whole numbers.

4. Examine the concepts of correspondence, cardinality, and comparison.
 5. Represent numbers on a number line.
 6. Develop a foundation for the meanings of mathematical operations.
- C. Teaching of Algebraic Concepts in Pre-K to Grade 1 by providing children opportunities to: 8 academic hours
(*Outcome #2, #3*)
1. Sort, classify, and order objects by size and number and other properties
 2. Identify, describe, and apply number and geometric patterns.
 3. Illustrate general principles and properties of operations, such as commutativity, using specific numbers.
 4. Use concrete, pictorial, and verbal representations to develop an understanding of invented and conventional symbol notations.
 5. Model situations that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols leading to the strategies for learning the basic addition facts.
- D. Teaching of Geometry and Measurement in Pre-K to Grade 1 by providing children opportunities to: 8 academic hours
(*Outcome #2, #3, #5*)
1. Recognize, name, build, draw, compares, and sort two- and three-dimensional shapes.
 2. Describe attributes and parts of two- and three-dimensional shapes.
 3. Use basic shapes and spatial reasoning to model objects in their environment.
 4. Make comparisons using simple non-standard measurements.
 5. Recognize and create shapes that have symmetry.
 6. Find and name locations with simple relationships such as “near to” and in coordinate systems such as maps.
 7. Recognize and work with money and time.
- E. Teaching of Data Analysis and Probability in Pre-K to Grade 1 by providing children opportunities to: 8 academic hrs
(*Outcome #2, #3*)
1. Pose questions and gather data about themselves and their surroundings.
 2. Sort, compare, and classify objects according to their attributes and organize data about the objects.
 3. Represent data using concrete objects, pictures and graphs.
 4. Discuss events related to students’ experiences as likely or unlikely.
- F. Teaching a Mathematics Lesson in Pre-K to Grade 1 3 academic hours
(*Outcome #4*)
1. Planning for developmental instruction.
 2. Examining teacher resources and classroom textbooks.
 3. Teaching a mathematics lesson.

This syllabus covers 39 academic hours leaving 3 academic hours for testing and/or review. The final is an additional 2 academic hours.

IV. EVALUATION METHODS

Criteria used in assessing the competency of the student will vary depending upon the instructor. More specifically, the following guidelines are recommended:

- 40% Assessments. Tests (midterms and final). Tests provide a summative assessment of topics covered. Performance assessments consist of group and individual tasks that closely resemble those of practicing teachers. Performance assessments may be used as formative as well as summative evaluations.
- 20% Participation and Quizzes. Participation includes attendance, homework, and in-class activities. Quizzes over recently covered material provides a formative assessment of class members' understandings.
- 40% Projects. Group and individual projects show students' understandings and application of course topics. Projects include but are not limited to: in-class activities and presentations, course topic reflections and writing assignments, creating manipulatives for classroom use, reviews of elementary school journals and textbooks, a portfolio of student's work, and field experiences such as school classroom observations, student interviews, and practice teaching.

The Practice Teaching Project, the key assessment, comprises 20% of the course grade and shall be required of all instructors of MATH 320. The project's intent is to have students develop and teach a model math lesson to early elementary school children. All other projects will combine to comprise 20% of the course grade.

V. GRADING SCALE

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

VI. UNDERGRADUATE-COURSE ATTENDANCE POLICY

The course attendance policy is consistent with the University policy.

VII. REQUIRED TEXTBOOK

Smith, S. *Early Childhood Mathematics, 4th Edition*. Allyn & Bacon, MA 2009.

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

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- Martin, J., & Milstein, V. (2007). *Integrating math into the early childhood classroom: Activities and research-based strategies that build math skills, concepts, and*

- vocabulary into classroom, centers, and more.* New York: Scholastic Teaching Resources.
- National Council of Teachers of Mathematics (NCTM) (2006). *Curriculum focal points for prekindergarten through grade 8 mathematics: A quest for coherence.* Reston, VA: NCTM.
- National Council of Teachers of Mathematics. (2004). *Exploring mathematics through literature.* NCTM, Reston VA.
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- Wahl, J. & Wahl, S. (1985). *I can count the petals of a flower, second revised edition.* NCTM.

2. Summary of the Revision

We propose to change the prerequisites, the catalog description, and establish a current syllabus of record. A syllabus of record could not be located; an old syllabus is below.

Current – MATH 320: Mathematics for Early Childhood 3c-0l-3cr

Prerequisites: MATH 151, Early Childhood Education/Pre-K-Grade 6 major

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number activities, number activities, numeration, operations on whole numbers, estimation, rational numbers, geometry, measurement, probability, statistics, and problem solving.

Proposed – MATH 320: Mathematics for Early Childhood 3c-0l-3cr

Prerequisites: MATH 152

Studies child-centered, activity-oriented mathematics for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials.

3. Rationale for the Revision

1. Prerequisite Change

Rationale: The current list of prerequisites was replaced with MATH 152. New state teacher training guidelines mandate a change that combines the early childhood program with elementary education. The new program for Grades pre-K to 4 requires MATH 152 which lays a content foundation for this course. MATH 151 is redundant since it is a prerequisite for MATH 152. The restriction on major is not needed.

2. Catalog Description Change

Rationale: The reference to “programs” and the topics covered was eliminated. The emphasis of the course is on the mathematics and not on mathematics programs so the reference to programs was eliminated. The list of topics in the current description is redundant to the course outline and not necessary in the catalog description.

3. Course Revision - Syllabus of Record

Rationale: A syllabus of record could not be located and this revision establishes an approved syllabus of record. As requested by TECC, the syllabus below is from a prior teaching of the course.

4. Old Syllabus

I. Catalog Description

MATH 320: Mathematics for Early Childhood

3 credits
3 lecture hours
(3c-0l-3sh)

Prerequisite: MATH 151 and 152

Studies child-centered, activity-oriented mathematics programs for early childhood education. Focuses on helping children develop understanding and insight into basic concepts of mathematics through the use of manipulative materials. Topics include pre-number, number, operations, estimation, rational numbers, algebra, geometry, measurement, probability, statistics, and problem solving.

Course Objectives

The student will:

1. demonstrate understanding of the scope and sequence of mathematics curriculum for young children.
2. demonstrate understanding of how young children learn mathematics.
3. demonstrate mastery of methodology used in teaching mathematics with young children.
4. connect the concrete, pictorial, and the abstract modes in teaching mathematics with young children.
5. illustrate awareness of current trends related to teaching mathematics with young children.
6. create a positive attitude for the teaching and learning of mathematics with young children.

III. Course Outline

- | | |
|---|---------|
| A. Mathematics Today | 3 hours |
| 1. Success with every child | |
| 2. Math Anxiety | |
| 3. Standards | |
| 4. Math concepts through children's literature | |
| B. Matching, Classification, Comparing, and Ordering or Seriation | 3 hours |
| 1. Classification | |
| 2. Comparison | |
| 3. Seriation | |

C. Pattern and Function	1.5 hours
1. Importance of pattern	
2. Patterns	
3. Functions	
D. Problem Solving	1.5 hours
1. Math as problem solving	
2. Kinds of problems	
3. Positive attitude	
4. Steps and Strategies	
E. Developing Number Sense	4.5 hours
1. Cultural perspective	
2. Counting	
3. Reading and writing numerals	
F. Addition and Subtraction	3 hours
1. Readiness for addition and subtraction	
2. Meaning of operations	
3. Learning basic facts	
G. Multiplication and Division	3 hours
1. Readiness for multiplication and division	
2. Meanings of operations	
3. Learning basic facts	
H. Midterm Exam	1.5 hours
I. Understanding Place Value	3 hours
1. Readiness for place value	
2. Base-ten and other bases	
3. Categories of manipulatives	
4. Teaching with money	
J. Developing Computational Algorithms	3 hours
1. Invented algorithms	
2. Connecting meanings and algorithms	
3. Writing problems	
K. Rational Numbers	3 hours
1. Fractions as part of a whole	
2. Equivalence with fractions	
3. Place Value and decimals	

- L. Space and Shape 3 hours
 - 1. Space
 - 2. Shape
 - 3. Geometric concepts

- M. Measurement 3 hours
 - 1. Processes of measurement
 - 2. Non-standard and standard measurement
 - 3. Two measurement systems

- N. Graphs and Tables 3 hours
 - 1. Topics for graphs and tables
 - 2. Early experiences with graphing

- O. Planning and Assessment 3 hours
 - 1. Getting started
 - 2. Procedures and Materials
 - 3. Assessment and evaluation
 - 4. Curriculum reform and alignment

IV. Evaluation Methods

The final grade for the course will be determined as follows:

Quizzes and Homework	5%
Lesson Plans	20%
Projects	35%
Midterm Exam	20%
Final Exam	20%

- A: 93% - 100%
- B: 85% - 92%
- C: 77% - 84%
- D: 70 - 76%
- F: 0%-69%

Attendance Policy:

Students are expected to attend and participate in class. The attendance policy will be defined by the instructor according to the University Course Attendance Policy.

V. Required Textbook

Smith, S. *Early Childhood Mathematics*. Allyn & Bacon, MA 2001.

VI. Special Resource Requirements

None

VII. Bibliography

- Blake, S. & Shaw, J. *Mathematics for Young Children*. Prentice-Hall, Inc. NJ 1998.
- Bosse, N. *Mathematical Pathways through Literature*. Creative Publications, CA 1995.
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Part III. Letters/Emails of Support or Acknowledgement

1. ELED & ECED – George Bieger



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February 27, 2009

To Whom It May Concern:

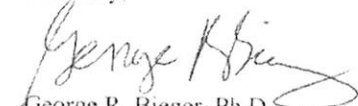
I am writing in reference to the proposed changes in several courses (i.e., MATH 151, MATH 152, MATH 320, and MATH 313) in the Department of Mathematics that will affect undergraduate students in Elementary Education and Early Childhood Education in our department.

The Professional Studies in Education faculty has collaborated successfully for many years with faculty in the Department of Mathematics and we are very familiar with the courses and the proposed changes. The proposed revisions are being made to make these courses, and therefore our programs, consistent with the standards dictated by the Pennsylvania Department of Education (PDE). The proposed revisions are necessary for IUP's teacher education programs to remain fully accredited by the PDE as approved teacher certification programs.

The proposed changes have the full and unqualified support of the Department of Professional Studies in Education, and we encourage all relevant entities (i.e., UWUCC and the University Senate) to approve the proposed revisions.

Please contact me if you have a need for additional information, or if you have any questions.

Sincerely,


George R. Bieger, Ph.D.
Professor and Acting Chairperson

2. From EDEX – Joe Domaracki

----- Original Message -----

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>

To: "John Baker" <jdbaker@iup.edu>

Sent: Friday, February 27, 2009 11:56 AM

Subject: Re: support letter for ELED 313 & MATH 320

> Dr. Baker,

> I am writing in support of the course proposals for MATH 320 and
> ELED 313. Both courses will be an integral part of the new Early
> Childhood Special Education Teacher Preparation Program. The changes
> being proposed are most appropriate and will benefit our students and
> the program.

>

> Joseph Domaracki

> Chair,

> Department of Special Education and Clinical Services

>

> John Baker wrote:

>> Joe: I am looking for a letter or email of support for the following
>> two course revisions to support the new ECED/EDEX program. For
>> students in the EDEX program, we will continue to allow them to take
>> ELED 313, just as we will continue to offer the current version of
>> ELED 313 until the new program takes effect. If you have further
>> question, let me know. John

>>

>

> --

> Joseph W. Domaracki, Ph.D.

> Professor

> Chairperson

> Department of Special Education and Clinical Services

> IUP

> 203 Davis Hall,

> 507 S. Eleventh St.

> Indiana , PA 15705-1087

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> Fax: (724) 357-7716

> E-mail: JWDOMARA@IUP.EDU

Additional Note on Resources

Assuming that current enrollment patterns in K-6 and Special Education will remain true in the revised PreK-4 program, adding this course requires four additional sections per year (two per semester) that the Mathematics Department cannot handle given current resources.

Dr. Mary Ann Rafoth, Dean of the College of Education and Educational Technology, has pledged temporary complement (see letter below) to cover additional Mathematics Department sections of this course until such time as enrollments solidify and we can better gauge actual enrollment patterns. If at such time additional sections are needed, the complement to cover these sections must come from the Provost's Office.

-----Original Message-----

From: Mary Ann Rafoth [mailto:mrafoth@iup.edu]

Sent: Tuesday 24 March 2009 2:19 PM

To: Stoudt, Gary S

Cc: Intemann, Gerald W; Laurie Nicholson; Joseph W. Domaracki ,Ph.D.; John S. Eck

Subject: Support for additional sections of math courses for new educ. majors

Dear Gary:

Thank you for working with us to both develop and support the new education majors required by the new PDE certifications. As you know, PDE has discontinued the Elementary Education Certificate (Grades K-6) and instead is implementing a Pre-K to Grade 4 and a Middle Level (with a specialization area) in its place. In addition, the former Special Education Certificate (grades n-12) must now be awarded with another content certificate and will be either pre-k to 8 or grades 7-12.

Along with the change in grade levels have come significant changes in the content required for our education majors. Standards for the new prek to grade 4 certificate include increases in math requirements that will require students in the program to take an additional math course. This may mean up to three additional sections of MATH 320 per semester.

The math concentration which is currently an option for our Elementary Education majors will no longer be needed. I anticipate that we will have no more (and possibly fewer) Middle Level Math Specialization majors. Thus, I think that there will be no additional resources needed for that program.

Should additional complement be needed to teach the additional sections of MATH 320, the COE-ET can and will supply the additional temporary complement for one to three additional sections per semester to the NSM.

Thanks again for your work with us.

Mary Ann Rafoth