

COURSE AND SYLLABUS FORM

Syllabus Cover Sheet

Course Discipline Code & No: EDU 102 Title: Assisting in Mathematics Instruction Effective Term Fall 2004

Division Code: MNB Department Code: BEHD Org #: _____

Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.

New course approval Minor change (Corrections, editing, clarification)

Five-year syllabus review (Attach assessment results.) Reactivation of inactive course

Major change Inactivation (Submit this page only.)

Change information:

Minor changes

Course discipline code & number (was _____) (when changing course number, select "inactivation" to discontinue the old course.)

Course title (was _____)

Course description

Course objectives (minor changes)

Major changes (reviewed by Curriculum Committee.)

Credit hours (credits were: _____)

Total Contact Hours (total contact hours were: _____)

Distribution of contact hours (contact hours were: lecture: _____ lab _____ clinical _____ other _____)

Pre or co-requisites

Distance Learning section approval

General Education Distribution Course: Add Remove

Honors section approval

Change in Grading Method

Objectives

Other _____

For major changes, consultation with all departments affected by this course is required. Attach "course use in programs" report from Curriculum Database for Faculty.

Rationale for course or course change

1. **Assessment-based:**

2. **Non-assessment-based:** This course is part of the Paraprofessional Portfolio Preparation certificate program, and will assist students in preparing mathematics section of the portfolio, using Michigan Department of Education guidelines. Students also prepare for assessment of this section by school district personnel.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted

Print: _____ Faculty/Preparer Signature: _____ Date: _____

Print: Starr Burke Department Chair Signature: Starr Burke Date: 4/29/04

Division Review by Dean Request for conditional approval

Recommendation Yes No M. Shows Processed 4/29/04

Dean's/Administrator's Signature _____ Date _____

Curriculum Committee Review

Recommendation Tabled Yes No _____

Curriculum Committee Chair's Signature _____ Date _____

Vice President of Instruction Approval

Approval Yes No Roger M. Paley Date: 4/30/04

Vice President's Signature _____ Date _____

Do not write in shaded area.

ACS Code _____ Entered in: Banner 4/30 C&A Database 4/30 Log File 4/30

Approved for General Education Area/Group _____ Syllabus Date _____ Basic skills table updated Contact fee

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Course Discipline & No.: EDU 102 Title: Assisting in Mathematics Instruction

Credit hours: <u>3</u> If variable credit, give range: _____ to _____ credits	Instructor contact hours per semester: Lecture: <u>45</u> Lab: _____ Clinical: _____ Practicum: _____ Other: _____ Total contact hours: <u>45</u>	Class capacity: <u>30</u> Standard capacity is 30 students unless otherwise specified in the Master Agreement.	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practica) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
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Prerequisites. Select one: <input type="checkbox"/> College-level Reading & Writing <input checked="" type="checkbox"/> Reduced Reading/Writing Scores COMPASS Reading <u>=70</u> COMPASS Writing <u>=81</u> <input type="checkbox"/> No Basic Skills Prerequisite (College-level Reading and Writing is <u>not</u> required.) Corequisites (<u>must</u> be enrolled in this class also during the same semester): _____ _____	In addition to Basic Skills in Reading/Writing: Level I (enforced in Banner) <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course/Test</th> <th style="text-align: center;">Grade/Score</th> <th style="text-align: center;">Concurrent Enrollment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><u>EDU 100</u></td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> Level II (enforced by instructor on first day of class) <table style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course</th> <th style="text-align: center;">Grade/Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> and <input type="checkbox"/> or _____</td> <td style="text-align: center;">_____</td> </tr> </tbody> </table>	Course/Test	Grade/Score	Concurrent Enrollment	<u>EDU 100</u>	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/>	Course	Grade/Score	_____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	<input type="checkbox"/> and <input type="checkbox"/> or _____	_____
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Enrollment restrictions (In addition to prerequisites, if applicable.) <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Instructor consent required <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Admission to program required Program _____ <input type="checkbox"/> and <input type="checkbox"/> or <input type="checkbox"/> Other (please specify): _____	Please send syllabus for transfer evaluation to: <input type="checkbox"/> EMU <input type="checkbox"/> UM <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Instructional mode <input checked="" type="checkbox"/> On campus <input type="checkbox"/> Online <input type="checkbox"/> Blended (online and on-campus combined) <input type="checkbox"/> ITV <input type="checkbox"/> Other
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Course Options General Education Group I (Select one area) <input type="checkbox"/> Writing <input type="checkbox"/> Nat. Sci. <input type="checkbox"/> Speech <input type="checkbox"/> Soc./Behav/ Sci. <input type="checkbox"/> Math <input type="checkbox"/> Arts/Hum. Courses must meet all criteria. <input type="checkbox"/> 1. Is a standard introductory course in the discipline <input type="checkbox"/> 2. Has a verified transfer acceptance <input type="checkbox"/> 3. Meets the critical thinking requirement <input type="checkbox"/> 4. Assesses academic achievement <input type="checkbox"/> 5. Covers minimum knowledge/skills	Honors section. Not all criteria are required. Check relevant items. <input type="checkbox"/> 1. Emphasis on primary source materials <input type="checkbox"/> 2. Emphasis on independent study/research <input type="checkbox"/> 3. Greater rigor of course materials <input type="checkbox"/> 4. Interdisciplinary approach <input type="checkbox"/> 5. Development of critical thinking skills <input type="checkbox"/> 6. Additional course objectives <input type="checkbox"/> 7. Additional instructional methods <input type="checkbox"/> 8. Satisfaction of the service component
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List all new resources needed for course, including library materials.

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Syllabus

<p>Course discipline code & number EDU 102</p>	<p>Course title Assisting in Mathematics Instruction</p>	<p>Credit hours 3</p>
<p>Course description Brief statement of the purpose and content of the course</p>	<p>This course prepares students to complete the mathematics knowledge section of the paraprofessional portfolio. Students will prepare demonstrations of their skills in the nine mathematical concepts identified by the Michigan Department of Education, which will be evaluated by a classroom observation or a discussion with a qualified colleague.</p>	
<p>Course outcomes List brief statements that indicate what students will know and be able to accomplish as a result of taking the course. Indicate how these outcomes will be assessed for NCA assessment of student achievement.</p>	<p>Outcomes</p> <ol style="list-style-type: none"> 1. Complete the Mathematics Objectives Knowledge Checklist for the portfolio. 2. Complete preparation for demonstration of ability to assist in mathematics instruction. 	<p>Assessment Method</p> <p>Review of checklist by school district using MDE guidelines.</p> <p>Review of performances by school district personnel using MDE guidelines.</p>
<p>Content outline List in sequence the instructional units/modules/clusters of related topics that will be taught, and indicate the major instructional objectives for each unit. Indicate methods that will be used in each unit to evaluate student work for grading.</p>	<p>Unit and Unit Objectives</p> <p>Unit 1 Prepare demonstrations of knowledge, competency, and ability to assist in instruction in the following areas listed on the Mathematics Objectives Knowledge Checklist:</p> <ol style="list-style-type: none"> 1. Use number concepts/develop computation skills 2. Solve word problems involving integers, fractions, and decimals. 3. Interpret information from graphs, tables, and charts. 4. Graph numbers and number relationships <p>Unit 2 Prepare demonstrations of knowledge, competency, and ability to assist in instruction in the following areas listed on the Mathematics Objectives Knowledge Checklist:</p> <ol style="list-style-type: none"> 1. Solve one- and two-variable equations. 2. Solve word problems of one- and two-variables. 3. Understand operation with algebraic expressions. <p>Unit 3 Prepare demonstrtrions of knowledge, competency, and ability to</p>	<p>Evaluation Method</p> <p>Model (role play) proficiency in the nine are using classroom observation and dialog with a colleague assessment techniques.</p> <p>Model (role play) proficiency in the nine are using classroom observation and dialog with a colleague assessment techniques.</p> <p>Model (role play) proficiency in the nine are using classroom observation and</p>

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	<p>assist in instruction in the following areas listed on the Mathematics Objectives Knowledge Checklist:</p> <ol style="list-style-type: none">1. Solve problems involving geometric figures.2. Apply reasoning skills.	<p>dialog with a colleague assessment techniques.</p>
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Student Materials

List examples of types		Estimated costs.
Texts	Guidelines for the Michigan Paraprofessional Portfolio Assessment, MDE: Lansing, 2004. (same text as for EDU 100.)	\$ 5.00
Supplemental reading		
Supplies	Portfolio binder, index tabs	
Uniforms		
Equipment		
Tools		
Software		
		\$10.00

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course.	<input type="checkbox"/> Off-Campus Sites
<input checked="" type="checkbox"/> Level I classroom Permanent screen & overhead projector	<input type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab
<input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR	<input type="checkbox"/> ITV <input type="checkbox"/> TV/VCR
<input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____