

COURSE IMPLEMENTATION DATE:	1994
COURSE REVISED IMPLEMENTATION DATE:	May 2008
COURSE TO BE REVIEWED:	March 2011
(Four years after UPAC final approval date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	College and Career Preparation	
MATH 051		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Fundamental Mathematics I	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This is a beginning mathematics course, which provides instruction in whole numbers (addition, subtraction, multiplication, and division), as well as an introduction to decimals and fractions. Estimation and problem solving are also part of the course. Student learning issues such as "math anxiety" are addressed through individual attention and a variety of instructional approaches.

PREREQUISITES: **CCP department permission (assessment may be required).**
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM:	90	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures:	Hrs	HOURS PER DAY: _____
Seminar:	Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify): Individual/	Hrs	
small group work	90	

MAXIMUM ENROLLMENT:	18
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Every semester
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ CCP Math Curriculum Committee	Chairperson: _____ Greg St Hilaire
Department Head: _____ Sue Brigden	Dean: _____ Karen Evans
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Feb. 1, 2008

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of the course, it is expected that students will be able to:

1. Identify place value to millions.
2. Read and write numbers to millions.
3. Add, subtract, multiply, and divide whole numbers.
4. Round numbers.
5. Estimate answers to a variety of problems.
6. Add, subtract, multiply, and divide decimals.
7. Solve word problems with whole numbers and decimals.
8. Distinguish between denominator and numerator.
9. Identify mixed numbers, improper, and proper fractions.
10. Name parts of a whole.
11. Write equivalent fractions.

METHODS:

Methods will vary with instructor but may include: mini lessons, individual assistance, group activities, assignments, demonstrations, group problem solving, math labs, and computer-assisted learning.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Hutchison, D, Berman, B, & Baratto, S. (2007). Prealgebra: An Integrated Equations Approach (2nd Edition). McGraw-Hill Ryerson.

Instructor-developed material.

SUPPLIES / MATERIALS:

A basic four-function calculator and a geometry set (ruler, compass, and protractor) are required.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

This is a credit/no credit course and as such, grades are not assigned. Weightings will vary with individual instructors but assessment methods may include: assignments, lab activities, unit tests, and a final examination.

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|----------------------|----------|
| 1) Assignments | 0 - 25% |
| 2) Quizzes and tests | 25 - 50% |
| 3) Mid-term exam | 20 - 30% |
| 4) Final exam | 30 - 40% |

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Whole number operations
Decimal operations
Introduction to fractions