



School of Education & Behavioral Sciences

[Chaminade University Honolulu](#)

ED 322-90-4: Elementary Math Methods I

Online Asynchronous | Credits: 3 | Term: Fall 2026

Instructor Information

Instructor



Tiffany W. H. Orogo

Aloha! I was born and raised on Oahu. I received my BA in Mathematics & a Masters of Education in Teaching from UH Manoa. I also hold a Masters in Mathematics Education with Ball State University.

I have a husband and a daughter! I enjoy traveling, jiu jitsu & playing badminton.

This picture was taken in Switzerland in Lauterbrunnen Valley!

Email

tiffany.orogo@chaminade.edu

Virtual Office

Google Meet (link sent upon appointment)

Virtual Office Hours

By Appointment

Communication

Communication via Email is preferred. Emails will be answered within 2-3 school days. If a response is not sent within 2-3 school days, please send a follow up email.

Course Description & Materials

Catalog Description

This course provides an overview and applications of best practice mathematics instructional approaches, strategies, techniques, and assessment methods. Math concepts for students in kindergarten through grade 3 are explored using hands-on and problem-solving approaches. *Prerequisite:* Pass Praxis I or 9 hours of math credit, ED 220, ED 221

Course Snapshot

Time Commitment

"This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy." Over the course of this semester, students will be expected to spend approximately the following amount of time on each assignment:

Assignment Type	Total Approximate Hours	Average Weekly Time
Chapter Readings	24 hours	1.5 hrs
Homework Assignments	32 hours	2 hrs
Discussions (Initial Posts)	24 hours	1.5 hrs
Discussions (Response Posts)	7 hours	0.4 hours
Course Project (Rough Draft, Final Draft and Video Presentation)	48 hours	3 hours

Required Materials

- **Textbook (Required):** J.A. Van DeWalle, K. Kary, J.M. Bay-Williams (2016). *Elementary and middle school mathematics: Teaching developmentally*. 10th ed. Pearson. ISBN-10: 013480208X
- **Google Drive:** For creating pdf files of handwritten assignment work.
- **Gmail Access:** For communication with the instructor and Canvas announcements.
- **Canvas Access:** Canvas is the platform where this course will take place.
- **Pencil & Paper Access:** Students will be required to write out solutions or drawings by hand. Pencils are preferred as students can erase work as needed. The important thing is for the work to be legible once uploaded.
- **Scanner or Smartphone Access:** Students will be required to upload their handwritten work to Canvas, a scanner or smartphone will be required for this. Other methods that are able to accomplish this step are also allowed.
- **Webcam or Recording Ability:** The Course Project Presentation requires students record themselves while giving a presentation.

Technology skills

- **Computer Skills:** Basic computer skills are required. If students need assistance with anything they need to reach out to their home campus help, or the instructor ASAP.
- **Google doc:** The ability to use google doc to check grammar and spelling, as well as to create pdf files. Students are expected to be able to upload pictures of their handwritten work to a google doc and convert this to a pdf for homework submissions. (Other pdf conversion methods are acceptable)

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1	Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2	Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs)

Upon completion of [course], the student will be able to:

1	Students will be able to design real-world mathematics lessons that reflect appropriate consideration of student needs, objectives to be achieved, content to be taught while allowing exploration, conjectures, and logical reasoning.
2	Students will be able to use problem-solving skills to investigate real-life mathematical situations, and communicate mathematical ideas with others verbally, numerically, symbolically, graphically, and/or geometrically.
3	Students will be able to analyze and implement various approaches, strategies, and materials for teaching lower and upper elementary mathematics.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course will enable students to adapt their teaching styles to better fit the needs of their own current or future students. Students are encouraged to submit and create quality work.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Na‘auao):** Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (‘Ohana):** ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina):** ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	Provide an integral and quality education Educate for adaptation and change	Provide an integral and quality education Educate for adaptation and change	Provide an integral and quality education Educate for adaptation and change
WASC Core Competencies	Written Communication Oral Communication Quantitative Reasoning Critical Thinking	Written Communication Oral Communication Quantitative Reasoning Critical Thinking	Written Communication Oral Communication Quantitative Reasoning Critical Thinking

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)
 - Weekly graded work (discussions, assignments): within [X] school days of the due date
 - Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Assignment	Total Point Worth	Percentage of Final Grade
5 Discussion Posts	50	≈14%
8 Written Homework	100	≈ 29%
Course Project → Rough Draft	50	≈ 14%
Course Project → Final Draft	100	≈29%
Course Project → Presentation	50	≈14%
	Total Points: 350	Total Percentage 100%

A - Outstanding scholarship and an unusual degree of intellectual initiative

B - Superior work done in a consistent and intellectual manner

C - Average grade indicating a competent grasp of subject matter

D - Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work

F - Failed to grasp the minimum subject matter; no credit given

5 Discussion Posts

Each week there will be either a discussion post or a response to a discussion post due via Canvas. Posts will be based on a prompt, reading or video. There are 5 Discussion posts in total (made up of an initial post and two response posts), each worth 10 pts.

A detailed grading rubric and directions for this assignment will be provided in the discussion prompts.

8 Written Homework Assignments

There will be 8 written homework assignments from our course textbook. Each homework assignment is worth 12.5 points. Students are required to neatly hand write or draw their solutions and upload these to Canvas as a pdf document.

A detailed grading rubric and directions for this assignment will be provided in the homework prompts.

Course Project: Rough Draft & Final Draft

A Rough Draft will be due a few weeks before the semester and the Final Draft is due at the end of the last week of the semester. These will be due via Canvas.

The Course Project will have a few components that draw from the textbook as well as some outside resources. The course project will cover information from the textbook, a lesson plan, some history of mathematics, connections to other academic subjects and the students' mathematical teaching philosophy.

A detailed grading rubric and directions for this assignment will be provided in the Canvas assignment prompt.

Course Project: Presentation

Students will record themselves giving a presentation of their Course Project. This will be recorded and submitted to Canvas. More details on this assignment will be provided in the assignment directions on Canvas.

Late Work Policy

Late work will always be accepted, but feedback may be delayed. If an assignment is submitted late, there is no guarantee that the assignment will be graded in time for any corrections to be made.

Submit assignments on time for the opportunity of corrections. (Note that the Course Project Rough Draft does not allow for corrections).

Grades of Incomplete

This policy on incomplete grades aligns with the same University policies.

Extra Credit

There may be occasional extra credit opportunities posted. These will be due by their posted due date and late work will not be allowed.

Attendance Policy

Students are expected to attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assessments. Notification may be done by contacting the instructor via email.

It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official.

Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Student with Disabilities Statement

Kōkua ‘Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the

Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	https://chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/

Resource	Description	Contact / Website
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Weekly Modules with due dates can be found via Canvas.