

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Introduction to Teaching      **Alpha Number:** EDU 210      **CIP No.:** 13.0101

**Type of Action:**

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

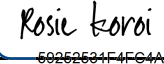
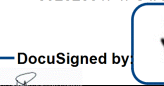
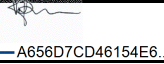
- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other: \_\_\_\_\_

- Non-substantive Revision
- Select all that apply:
- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- Other:-change in contact hours from 48 to 45

Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

	Name	Signature	Date
Department Chair	Rosie Koroï	 <small>DocuSigned by: 69252534F4FC4A3</small>	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 <small>DocuSigned by: 8A4E9EDD06814D5</small>	7/28/2024
Dean	Vasemaca Savu	 <small>DocuSigned by: A656D7CD46154E6...</small>	7/31/2024
VPASA	Dr. Elizabeth Switaj		



**Distribution Area:** Humanities \_\_\_\_\_  
 Social Sciences \_\_\_\_\_  
 Mathematics (Credit) \_\_\_\_\_  
 Science \_\_\_\_\_

**Prerequisite:** C or better in ENG 111

**Student Learning Outcomes: Upon completion of this course, students will be able to:**

1. Collect resources that build upon a shared base of knowledge regarding professionalism, equity, equality and inclusivity. Informed on frameworks, legislations, policies on human rights and responsibility, cultural sensitivity in the schools and communities
2. Generate individual pieces of writing that enable students to provide similar experiences for their future elementary students.
3. Identify elements for constructing positive learning environments.
4. Propose possible solutions to educational issues within schools and communities.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 111: 1.Demonstrate use of the writing process	2. Generate individual pieces of writing that enable students to provide similar experiences for their future elementary students.	Teachers' comprehension and writing process skills will enable them to create and reflect on appropriate individual pieces of writing that can provide similar experiences for their future elementary students. These writings meet the developmental needs of students in schools.
2.Write essays that have appropriate content, organization, and formatting.	3.Identify elements for constructing positive learning environments.	As future teachers, students practice and demonstrate skills in selecting and organizing grade appropriate content in writing or other materials as learning resources that will develop critical thinking skills and create positive learning environments.

<p>3. Use basic library and research skills to find and read a variety of college level sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives.</p>	<p>1. Collect resources that build upon a shared base of knowledge regarding literacy within language arts classes and the content areas.</p> <p>4. Propose possible solutions to educational issues within schools and communities.</p>	<p>Basic library research skills provide teachers with the ability to explore issues related to literacy, content area subjects, and solutions to educational challenges.</p>

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	<p>1. Display knowledge of school curriculum, emphasis on RMI.</p> <p>4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.</p>	I	<p>Students understanding of the RMI curriculum will help them integrate the themes in SLO#1 in the topics in their lesson plans.</p>
2.	<p>5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.</p>	I	<p>Students read, discuss, and write about issues connected to their lives to prepare them to provide opportunities for their elementary students to do likewise.</p>
3.	<p>2. Identify cognitive and affective needs of students in the classroom.</p>	I	<p>Teachers examine a variety of situations to create positive learning environments and develop grade appropriate classroom management strategies that address the cognitive and affective needs of their students.</p>
4.	<p>3. Practice self- reflection and professionalism in the classroom.</p> <p>5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.</p>	I	<p>Teachers practice and are expected to improve the quality of hands-on activities that provide differentiated instruction to meet students' strengths and needs in the classroom through reflection and professional behavior.</p> <p>Teachers are encouraged to develop their own critical thinking skills in order to engage their students in activities that create a community of readers and writers within their classrooms.</p>

**Course Content:** Students in this course will be introduced to:

1. Learning required for building a strong foundation for development of social citizenship.
2. Educational policies, curriculum, and core issues for teachers in the RMI.
3. Developing positive learning environments.
4. Differentiating instruction based on students' strengths and needs.
5. Basic information regarding the roles and responsibilities of an elementary teacher
6. Direct instruction, small group, inquiry, observation, etc.
7. Library and online research as a vehicle for effective and meaningful learning
8. Factors that influence learning in positive and negative ways
9. Higher Order Thinking Skills

**Higher Order Thinking Skills:** Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other:
  - Assigned Readings
  - Field research (Interview with schools' principal or administrator)
  - Group Project
  - Observations
  - Presentations
  - Small and large group discussions
  - Case studies and critique
  - Movie Critique
  - Learning Games
  - Assigned Readings

**Recommended Assessment Tool Type(s):**

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review

- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):**

Direct instruction through:

- Live video lectures
- Live audio-only lectures
- Live text chats
- Assessing or providing feedback on a student's coursework

Providing information or responding to questions about the content of a course or competency through:

- Live video discussions
- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats

Facilitating a group discussion regarding the content of a course or competency through:

- Live audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

**Note:** for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

**Equipment and Materials:**

1 Recommended texts:

Oritz, Michael F., and Timothy V. Rasinski. *Good-bye Round Robin: 25 Effective Oral Reading Strategies*. Heinemann, 2008. ISBN: 978-0-325-02580-3

Thompson, Julia G. (2009). *The First-Year Teacher's Checklist: A Quick Reference for Classroom Success*. Jossey-Bass, 2009. ISBN: 978-0-470-39004-7

2. Equipment/Facilities: Projector, laptop

3. Materials and Supplies: Butcher paper, markers.

**College Mission**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

*BOR approved 1st December, 2020*

**Connection to College Mission:**

The Introduction to Teaching course prepares knowledgeable, resourceful teachers capable of creating pieces of writings that promote literacy within language arts while engaging students in meaningful learning experiences in classroom environments that build a foundation for lifelong learning. It provides opportunities for teachers to facilitate research that propose possible solutions to educational issues in schools and communities.

**Department Mission:**

The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.

*Approved by BoR August*

*22, 2018*

**Connection to Department Mission:**

The Introduction to Teaching course provides experienced and pre-service teachers with elementary classroom experiences based on quality pedagogy. By engaging in meaningful learning, students become familiar with and develop resources that provide foundations throughout the elementary curriculum as a basis for lifelong learning.

CC Approved on June 14, 2024

**Justification for changes in SLO# 1 and course content.**

The change in SLO#1 is to accommodate the themes in the Social Citizenship program that is currently taught in the PSS schools. Students will be better informed on the themes that are being taught in the schools and create learning plans that they can use when they go out to work in the PSS schools.

Changes are done in the course content( content highlighted in red) to meet SLO#1.

1. Learning required for building a strong foundation for development of social citizenship, from **Learning required for building a strong foundation for development in literacy.**
2. Educational policies, curriculum, and core issues for teachers in the RMI., from **Language policy, curriculum, and core issues for teachers in the RMI.**
7. Library and online research as a vehicle for effective and meaningful learning from **Readers Theater as a vehicle for effective and meaningful oral reading**