

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Science for Teachers **Alpha Number:** EDU 251 **CIP No.** 13.1206

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:

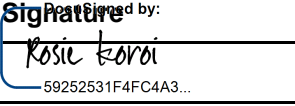
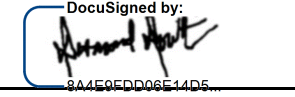

- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other: _____

- 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 94 to 90

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 Koroi	 59252531F4FC4A3...	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 8A4E9FDD06E14D5...	7/28/2024
Dean	Vasemaca Savu	 A656D7CD46154B6...	7/31/2024
VPASA	Dr. Elizabeth Switaj		

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: Admission to ASEE C or better in ENG 111 _____

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

1. Use a variety of resources including children’s literature to develop investigative activities that motivate students’ discovery of science concepts and information.
2. Accurately use standard laboratory tools including microscopes and metric tools for recording volume, mass, length, and temperature; make observations, manipulate materials, collect data, and draw conclusions related to both lab work and research.
3. Plan and demonstrate appropriate grade level inquiry-based science activities.
4. Develop a collection of reference materials, etc., for use in the elementary classroom.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1. Demonstrate use of the writing process. 2. Write essays that have appropriate content, organization, and formatting 4. Produce essays that are relatively free of mechanical and technical errors.	2. Accurately use standard laboratory tools including microscopes and metric tools for recording volume, mass, length, and temperature; make observations, manipulate materials, collect data, and draw conclusions related to both lab work and research.	Students need to be able to write at a level appropriate for professional educators when writing their lab reports or documenting other observations.
3. Use basic library and research skills to find and read a variety of college levels sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives.	1. Use a variety of resources including children’s literature to develop investigative activities that motivate students’ discovery of science concepts and information. 4. Develop a collection of reference materials, etc., for use in the elementary classroom.	Appropriate, grade-level resources are one of the most important aspects teachers need in the elementary classroom. Students need to develop research skills that will enable them to effectively acquire resources for classroom use.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.	4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.	I	Teachers need to be able to identify and effectively use science related children's literature to enrich students' understanding of science concepts.
2.	5. Develop and promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.	P	Teachers need to be able to provide hands-on experiences for students using available resources and equipment in order to help elementary students develop critical thinking and problem solving skills.
3.	1. Display knowledge of school curriculum, emphasis on RMI.	P	Students learn to plan, develop, and demonstrate lessons based on the RMI Curriculum that include inquiry-based science activities.
4.	3. Practice self-reflection and professionalism in the classroom	P	Teachers need to be able to improve the quality of the activities that they provide in the classroom by practicing self-reflection and developing a collection of reference materials that suit the needs of the students.

Course Content: Students in this course will understand:

1. Scientific Method
2. Life Science
3. Earth Science
4. Physical Science
5. Environmental Science
6. Metric System
7. Pedagogy
8. Learning Plans

Higher Order Thinking Skills: Students in this course will experience

- x Analyzing the basic elements of an idea, experience, or theory
- x 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:
 - Field Observation and practice; journal reflections
 - 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
- Written Assignment

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:

Koch, Janice. *Science Stories: Science Methods for Elementary and Middle School Teachers, Loose-Leaf Version*, 6th ed. Wadsworth Publishing, 2018. ISBN: 9781305960749

2. Equipment/Facilities:

Science laboratory, Projector

3. Materials and Supplies:

Laboratory equipment, popsicle sticks, straws, circuit materials, timers

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 the College Mission

This course provides learning experiences that are relevant and meaningful which students can apply when they teach their students in the future; this is in support of the mission to provide access to quality education through relevant and engaging activities. In addition, this course will also help future teachers use better and more effective approaches that should contribute to students building a foundation for improving their understanding of concepts relating to science.

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

Science for Teachers prepares experienced and pre-service teachers with classroom experiences based on quality pedagogy to develop them to become knowledgeable and resourceful teachers. By engaging in meaningful learning, students become familiar with and develop resources that provide foundations throughout the elementary curricula as a basis for lifelong learning.

CC approved June 14, 2024