

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Elementary Seminar for Student Teaching      **Alpha Number:** EDU 497      **CIP No.** 13.1202

**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:

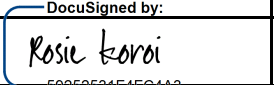
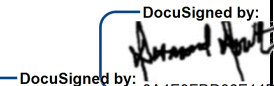


- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other: \_\_\_\_\_

- 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 48-45

Reinstitution of Archived Course (attach narrative justification for reinstatement, 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: 59262531F4FC4A3...</small>	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 <small>DocuSigned by: 8A4E9FDD06E14D5...</small>	7/27/2024
Dean	Vasemaca Savu	 <small>DocuSigned by: A656D7CD46154E...</small>	7/31/2024
VPASA	Dr. Elizabeth Switaj	 <small>DocuSigned by: 80BE83BDD020A55...</small>	8/2/2024

### CMI COURSE OUTLINE

**CIP No.** 13.1202

**Version No.** 3

**EDU 497**  
**Alpha Number**

**Elementary Seminar for Student Teaching**  
**Course Title**

**Course Description:** Relates current educational theories and practices with students' experiences in education coursework and application in the student-teaching experience. Contemporary ethical issues presented and analyzed.

**Course originally prepared by:** Education Department     Education     Oct./2016  
**Most recent revision by:** /Marson R     Education     June/ 2024

**Course Modes:**     |      Face to Face (including Zoom)     |      Hybrid  
                                        |      Distance Education     |

**Credits calculated by:**      Credit Hour      Clock Hour      N/A

**Contact Hours: 45**

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	30	2	
Clinical			
Practicum			
Lab			
Fieldwork	45	1	
Studio Time			
<b>Total</b>	<b>75</b>	<b>3</b>	

**Purpose(s) of Course:**

Degree Requirement	<b>BAEE</b>
Degree Elective	
General Education	
Credit Certification	
Developmental	
CTE/TVET	
ABE/Adult HS	

**Distribution Area:**     Humanities     \_\_\_\_\_

Social Sciences \_\_\_\_\_  
 Mathematics (Credit) \_\_\_\_\_  
 Science \_\_\_\_\_

**Prerequisite:** Completion of EDU 416, 427, 444 & IDS 428 C or better OR with Permission of Program Coordinator

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

1. Relate ethical issues in the elementary school to synthesize a response.
2. Determine educational goals for students in the target classroom.
3. Assess K-6 students' progress in all areas of their school experience.
4. Plan lessons using a variety of interesting instructional strategies for teaching content areas. <sup>[1]</sup><sub>[SEP]</sub>

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
EDU 416 SLO #1 (Categorize curricular materials based on the intended outcome of the instruction).	<b>SLO #2</b> Determine educational goals for students in the target classroom.	<b>Teachers</b> use curricular materials in order to determine educational goals for students in the target classroom.
EDU 427 SLO #4 (Organize PE and Art lessons to present in elementary schools).	<b>SLO #4</b> Plan lessons using a variety of interesting instructional strategies for teaching content areas.	Teachers integrate PE and Art into lessons using a variety of interesting instructional strategies for teaching content areas.
EDU 444 SLO #2 (Produce formative and summative assessments using a scoring rubric, scoring guide with its scoring criteria, a checklist, and a list of performance standards).	<b>SLO #3</b> Assess K-6 students' progress in all areas of their school experience.	Teachers use formative and summative assessments in order to assess K-6 students' progress in all areas of their school experience.
IDS 428 SLO #3 (Identify appropriate activities to meet health-related objectives both on the personal and broader levels).	<b>SLO #1</b> Relate ethical issues in the elementary school to synthesize a response.	Teachers relate ethical issues in the elementary school to synthesize a response by identifying appropriate activities to meet health-related objectives.

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.  6. Exhibit professional practices.	M	Teachers share and reflect on their learning experiences during Student Teaching Seminar in order to identify effective teaching strategies and make improvements to their understanding and implementation of ethical teaching practices.
2.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.	M	Teachers determine educational goals for students when they develop engaging and meaningful lessons using available resources that meet the long-term needs of elementary students.
3.	3. Differentiate instruction for individuals, small and large groups.  5. Assess K-6 students' progress in all areas.	M	Teachers use differentiated instruction to assess students' progress at both the small group and individual levels.
4.	4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.	M	Teachers use the RMI elementary curriculum to develop quality learning plans by implementing a variety of effective instructional strategies.

**Course Content:** Students in this course will master:

1. Ethical issues in schools<sup>(L)</sup><sub>(SEP)</sub>
2. School organization<sup>(L)</sup><sub>(SEP)</sub>
3. Learning plans<sup>(L)</sup><sub>(SEP)</sub>
4. Reflective weekly teaching experiences
5. Action Research

**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: Supplemental readings, current periodicals, elementary classroom teaching practices, modeling, individual and small group presentations
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- Assigned Readings
- Field research (Interview with schools' principal or administrator)
- Group Project
- Observations
- Presentations
- Small and large group discussions
- Case studies and critique

**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
  - Other: Media summaries, field assignment completion, reflections, class projects, seminar presentations
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**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 text:  
Action Research Packet in BAEE Student Teacher and Cooperating Teacher Handbooks. Current Semester.College of the Marshall Islands
- 2 Equipment/Facilities:  
Computer lab, laptop, projector
- 3 Materials and Supplies:  
Supplemental articles

### **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**

EDU 497 provides learning experiences that are relevant and meaningful which students can apply during Student Teaching; this is in support of the mission to provide access to quality education through relevant and engaging activities. This course will also help future teachers use better and more effective approaches that should contribute to building a foundation for improving their understanding of concepts related to professional effective teaching practices and action research in the classroom.

### **BAEE degree Mission**

The College of the Marshall Islands Bachelor of Arts in Elementary Education program is committed to engaging educators in reflection, authentic practice, and constructivism to deliver standards-based curriculum to RMI elementary students. *Approved November 23, 2016*

**Connection to BAEE degree Mission**

Student Seminar (EDU 497) promotes research in the classroom by way of an Action Research Project. Both experienced and pre-service teachers engage in identifying, researching, and presenting a solution to a problem or challenge to student success that they have identified in their classroom or school. The purpose of the Action Research Project is to improve the quality of enriching and engaging learning experiences in the elementary classroom. Engaging experienced teachers and pre-service teachers in authentic practice requires them to reflect on their own previous educational experiences and to become aware of better strategies that research proves to benefit learning.

CC approved on 14 June 2024.