

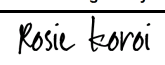

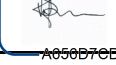
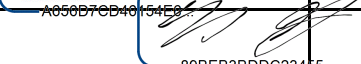
## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Teaching with Curriculum Materials      **Alpha Number:** EDU 416      **CIP No.** 13.0300

**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 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 <small>DocuSigned by:</small>	Date
Department Chair	Rosie Koroi		7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 <small>DocuSigned by: 8A4E9FDB06E4...DE...</small>	7/27/2024
Dean	Vasemaca Savu	 <small>DocuSigned by: A050D7CD40154E0...</small>	7/31/2024
VPASA	Dr. Elizabeth Switaj	 <small>DocuSigned by: 89BEB3BD0C234E5...</small>	8/2/2024

**CMI COURSE OUTLINE**

**CIP No.** 13.0300

**Version No.** 3

**EDU 416**  
**Alpha Number**

**Teaching with Curriculum  
Materials**  
**Course Title**

**Course Description:** Equips teachers with strategies and materials for engaging elementary students in reading, writing, listening, and speaking integrated throughout the content areas. The RMI PSS curricula will be examined and enhanced through a comparison with a variety of professional sources.

**Course originally prepared by:** Education Department Education Oct./2016  
**Most recent revision by:** Luisa Kamenio Education Dept 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	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	45	3	

**Purpose(s) of Course:** Degree Requirement BAEE  
Degree Elective \_\_\_\_\_  
General Education \_\_\_\_\_  
Credit Certification \_\_\_\_\_  
Developmental \_\_\_\_\_  
CTE/TVET \_\_\_\_\_  
ABE/Adult HS \_\_\_\_\_

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

**Prerequisite:** Completion of AS or AA degree from an accredited institution Completion of  
EDU 312 Or Permission of instructor

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

1. Categorize curricular materials based on the intended outcome of instruction.
2. Generate activities that strengthen weak areas of the existing curriculum.
3. Evaluate the scaffolding of learning by analyzing students' ability to gain sophistication in skills and knowledge.
4. Develop lessons and activities that engage the learners in authentic meaning construction
5. Provide successful differentiated instruction across the curriculum.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
EDU 312 SLO 1 (Actively participate in observing and utilizing classroom practices, assessment, and PSS curriculum)	SLO #2 (Generate activities that strengthen weak areas of the existing curriculum)	By actively familiarizing oneself with classroom practices and engaging in meaningful instructions, students are well off to demonstrate quality skills to analyze and strengthen weak areas of an existing curriculum.

<p><u>EDU 312 SLO 2</u> Apply specific teaching strategies to a variety of PSS classroom subjects.</p>	<p>SLO #4 (Develop lessons and activities that engage the learners in authentic meaning construction)</p>	<p>Enriching students with an understanding of developing lesson plans prepares them with skills necessary for engaging students in authentic learning</p>
<p><u>EDU 312 SLO 3</u> Reflect on the effectiveness of various teaching methods and classroom management skills.</p>	<p>SLO #5 (Provide successful differentiated instruction across the curriculum)</p>	<p>Understanding a variety of assessment tools provides students with the knowledge to scaffold learning and teaching</p>
<p><u>EDU 312 SLO 4</u> Create a learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation professional practices</p>	<p>SLO #4 (Develop lessons and activities that engage the learners in authentic meaning construction)</p>	<p>Developing skills to differentiate and modify learning instructions assists students in understanding the educational processes of assessment for appropriate grade levels.</p>

**Links to Program Learning Outcomes:**

SLO	Linked BAEE PLO	I/P/M	Explanation of Link
<p>1.</p>	<p>1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum portfolio.  6. Exhibit professional practices.</p>	<p>M</p>	<p>Providing the students with an opportunity to identify and analyze curricular materials that are relevant to their teaching as they progress toward the field of elementary education.  Exhibiting a sense of professionalism in students' practices in all areas of academic, social, cultural, and instructional perspectives.</p>
<p>2.</p>	<p>2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p>	<p>M</p>	<p>Developing a meaningful learning space for discussion and practices where students are engaged with the existing curriculum, identify</p>

			weak areas for improvement, then apply best practices to generate effective learning engagement in an authentic elementary classroom.
3.	<p>1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum curriculum.</p> <p>3. Differentiate instruction for individuals, small group and large.</p> <p>5. Assess K-6 students' progress in all areas.</p>	M	<p>Developing students' abilities to feel confident by challenging themselves to reflect on their own learning experiences and draw inferences to embrace areas of weakness and strength for improvement in their learning process.</p> <p>Providing future teachers with the skills to differentiate and analyze appropriate levels of curricular activities and instructions for the elementary students through professional reflection.</p>
4.	<p>1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum curriculum.</p> <p>4. Demonstrate methods for content-area instruction using the RMI Elementary Curriculum in the implementation of lessons in the classroom.</p>	M	<p>Developing creative lesson plans for instruction in connection with an existing curriculum that generates effective teaching and learning in an authentic elementary classroom.</p> <p>Students are exposed to a learning opportunity that supports their readiness in teaching with the appropriate knowledge and skills which they can utilize to recognize and develop methods of differentiated instruction related to the existing RMI Curriculum.</p>
5.	<p>1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum curriculum.</p> <p>3. Differentiate instruction for individuals, small group and large.</p>	M	<p>Providing an opportunity for students to differentiate and analyze appropriate levels of curricular activities and instructions for the elementary students through professional models of reflexivity and self-constructivism.</p>

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

1. Learning taxonomies and pedagogy
2. Current RMI PSS curriculum & lesson planning requirements
3. Current Curricular models
4. Practices most common in local schools
5. Resource preparation for current and future classrooms
6. Meaningful construction appropriate for elementary learners

**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 Library research; journal reflections; supplemental readings

- 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

**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 text:  
**E-Copy**  
Marsh, Colin J. *Key Concepts for Understanding Curriculum*, 4th ed. Routledge, 2009  
ISBN: 978-0-415-46578-6
2. Equipment/Facilities: Laptop; projectors; Computer labs; Library/Research Settings
3. Materials and Supplies: Portfolios, Posters, tri-folds

**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:**

EDU 416 provides relevant and meaningful learning experiences that students can apply when they teach in the future; this is in support of the mission to provide access to quality education by engaging students with meaningful curricular activities. In addition, this course will help experienced and pre-service teachers use appropriate, more effective approaches that should contribute to students learning by building a foundation for improving their understanding of classroom instruction and learning plans. The course objectives primarily aim to develop quality human resources for the benefit of current and future RMI schools.

**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 a standards-based curriculum to RMI elementary students. *Approved November 23, 2016*

**Connection to Degree Mission**

EDU 416 provides a quality understanding of curricula materials with higher educational services to prioritize BAEE student success through engagement in relevant academic and career learning opportunities. It prepares experienced and pre-service teachers with classroom experiences based on quality pedagogy to support them in becoming knowledgeable and resourceful teachers who are able to provide enriching and engaging learning experiences in the elementary classroom. 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

**Justification.**

The prerequisite EDU 312 *Foundations in Curriculum and Instructions* serves as the required foundational knowledge and understanding that students need to better equip themselves before they enroll in EDU 416. Additionally, the change in the prerequisites for the 400-level courses will enable our part-time students to schedule the necessary classes to complete the BAEE program and graduate within the required timeline.