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:

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

_____ 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	Dr. Pamela Perkins	*Pamela Perkins*	7/16/21
Curriculum Committee Chair	Florence Peter	*signature*	7/16/21
Dean	Vasemaca Savu	*signature*	7/19/21
VPASA	Dr. Elizabeth Switaj	*Dr. Elizabeth Switaj*	7/21/2021

CMI COURSE OUTLINE

CIP No. 13.0101   **Version No.** 3

EDU 210   Introduction to Teaching

Alpha Number   **Course Title**

Course Description: Introduces students to the knowledge and resources required of teachers with an emphasis on reading and writing in a text–rich classroom. Teachers learn to scaffold instruction to help their students build a foundation for more complex learning in an environment conducive to constructing meaning by engaging in authentic learning events and activities.

Course originally prepared by: Education Department   Education   Jan./2008

Most recent revision by: Luisa Kamenio   Education   July/2021

Course mode(s):   X   Face to Face (including Zoom)   _____ Hybrid

Credits calculated by: X   Credit Hour   _____ Clock Hour   _____ N/A

Contact Hours: 48

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	48	3	

Purpose(s) of Course:

Degree Requirement	**ASEE**
Degree Elective	
General Education	
Credit Certification	**X**
Developmental	
CTE/TVET	
ABE/Adult HS	

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 literacy within language arts classes and the content areas.

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.
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	1. Collect resources that build upon a shared base of knowledge regarding literacy	Basic library research skills provide teachers with the ability to explore issues related to literacy, content area subjects, and solutions to

between a variety of perspectives.	within language arts classes and the content areas. 4. Propose possible solutions to educational issues within schools and communities.	educational challenges.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.	1. Display knowledge of school curriculum, emphasis on RMI. 4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.	I	Teachers are introduced to a wide selection of literacy resources and appropriate classroom management approaches that build upon a shared base of knowledge to create positive learning environments guided by the RMI school curriculum.
2.	5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.	I	Students read, discuss, and write about issues connected to their lives to prepare them to provide opportunities for their elementary students to do likewise.
3.	2. Identify cognitive and affective needs of students in the classroom.	I	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.
4.	3.Practice self- reflection and professionalism in the classroom. 5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.	I	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. 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.

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

1. Learning required for building a strong foundation for development in literacy.
2. Language policy, 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. Readers Theater as a vehicle for effective and meaningful oral reading
8. Factors that influence learning in positive and negative ways
9. Higher Order Thinking Skills

Recommended Methods of Instruction
X Demonstration
X Lecture
X Small group discussion
X Class discussion
X Audio-Visual Aids
___ Laboratory
X Supervised Practice
___ Field Trips
___ Other:

Recommended Assessment Tool Type(s):
X Case Study
X Critique of Performance
X Exam/Quiz In-Course
___ Exam/Quiz Standardized (attach narrative describing development and validation process)
___ Focus Group
X Group Project
___ Individual Project
___ Observation
X Portfolio Review
X Presentation
___ Simulation
X Skill Performance
X Supervisor Evaluation
___ Survey

Equipment and Materials:

1. Recommended texts:
Opitz, 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 16th July, 2021

Certificate Of Completion

Envelope Id: 9235B03ED605414C84FA7247EBCF5851		Status: Completed
Subject: EDU 210 Course Outline 2021.pdf		
Source Envelope:		
Document Pages: 6	Signatures: 1	Envelope Originator:
Certificate Pages: 1	Initials: 0	Dr. Elizabeth Switaj
AutoNav: Enabled		eswitaj@cmi.edu
EnvelopeId Stamping: Disabled		IP Address: 64.207.219.71
Time Zone: (UTC-08:00) Pacific Time (US & Canada)		

Record Tracking

Status: Original	Holder: Dr. Elizabeth Switaj	Location: DocuSign
7/21/2021 7:12:26 PM	eswitaj@cmi.edu	

Signer Events	Signature	Timestamp
Dr. Elizabeth Switaj	*Dr. Elizabeth Switaj*	Sent: 7/21/2021 7:12:27 PM
eswitaj@cmi.edu		Viewed: 7/21/2021 7:12:52 PM
Dr. Elizabeth Switaj		Signed: 7/21/2021 7:13:08 PM
Security Level: Email, Account Authentication (None)	Signature Adoption: Pre-selected Style	Freeform Signing
	Using IP Address: 117.103.90.108	

Electronic Record and Signature Disclosure:
   Not Offered via DocuSign

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	7/21/2021 7:12:27 PM
Certified Delivered	Security Checked	7/21/2021 7:12:52 PM
Signing Complete	Security Checked	7/21/2021 7:13:08 PM
Completed	Security Checked	7/21/2021 7:13:08 PM

Payment Events	Status	Timestamps