




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
- 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		08-09-2021
Curriculum Committee Chair	Florence Peter		08-23-2021
Dean	Vasemaca Savu		08-23-2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	8/29/2021

CMI COURSE OUTLINE

CIP No. 13.0300

Version No. 3

EDU 416

Teaching with Curriculum Materials

Alpha Number

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: Marson Ralpho Education August/2021

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

Credits calculated by: 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	<u>BAEE</u>
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 all 300 level BAEE classes
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.
EDU 313 SLO #4 (Compose assessment for standard-based lesson plans)	SLO #4 (Develop lessons and activities that engage the learners in authentic meaning construction)	Enriching students with an understanding of developing lesson plans prepares them with skills necessary for engaging students in authentic learning

<p>EDU 314 SLO #3 (Evaluate a child's writing needs to develop appropriate instructional methods to support further growth)</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>EDU 322 SLO #3 (Create grade appropriate lessons using a variety of social studies tools in an elementary classroom setting)</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 assist students to understand the educational processes of assessment for appropriate grade levels.</p>
<p>EDU 323 SLO #1 (Implement grade appropriate science instruction and assess student learning)</p>	<p>SLO #4 (Develop lessons and activities that engage the learners in authentic meaning construction)</p>	<p>Providing students with an understanding of instruction and effective tools to use to assess students' learning demonstrates quality impact on teaching and learning</p>
<p>EDU 324 SLO #4 (Assess students' work in relation to standards)</p>	<p>SLO #2 (Evaluate the scaffolding of learning by analyzing students' ability to gain sophistication in skills and knowledge)</p>	<p>By engaging students to quality work based on standards, students get an understanding and suitability of evaluation and assessment methods use to improve teaching and learning</p>
<p>EDU 325 SLO #5 (Create rubrics to assess children's work)</p>	<p>SLO #2 (Evaluate the scaffolding of learning by analyzing students' ability to gain sophistication in skills and knowledge)</p>	<p>Engaging students in meaningful learning on assessment and instructions provides them the opportunity to use a variety of assessment methods to monitor and coordinate progress in both teaching and learning</p>

EDU 341 SLO #4 (Apply and select instructional and behavioral assessment tools to record students' academic and behavioral progress)	SLO #5 (Provide successful differentiated instruction across the curriculum)	Encouraging and assisting students to get a glimpse and understanding on ways to analyze a variety of differentiated instructions and assessment across the curriculum.
ETH 300 SLO #1 (Explain widely used ethical theories and models of organizational decision-making)	SLO #2 (Generate activities that strengthen weak areas of the existing curriculum)	Introducing students to ethical theories and models help learners to differentiate knowledge and decision-making in working with curriculum

Links to Program Learning Outcomes:

SLO	Linked BAEE PLO	I/P/M	Explanation of Link
1.	1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum portfolio. 6. Exhibit professional practices.	M	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.
2.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.	M	Developing a meaningful learning space for discussion and practices where students are engaged with the existing curriculum, identify weak areas for improvement, then apply best practices to generate effective learning engagement in an authentic elementary classroom.
3.	1. Reflect on the experiential learning in the field of elementary education through maintaining a practicum curriculum.	M	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

	<p>3. Differentiate instruction for individuals, small group and large.</p> <p>5. Assess K-6 students' progress in all areas.</p>		<p>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

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

Recommended Assessment Tool Type(s):

<input type="checkbox"/>	Case Study
<input type="checkbox"/>	Critique of Performance
<input checked="" type="checkbox"/>	Exam/Quiz In-Course
<input type="checkbox"/>	Exam/Quiz Standardized (attach narrative describing development and validation process)
<input type="checkbox"/>	Focus Group
<input checked="" type="checkbox"/>	Group Project
<input checked="" type="checkbox"/>	Individual Project
<input checked="" type="checkbox"/>	Observation
<input type="checkbox"/>	Portfolio Review
<input checked="" type="checkbox"/>	Presentation
<input type="checkbox"/>	Simulation
<input checked="" type="checkbox"/>	Skill Performance
<input type="checkbox"/>	Supervisor Evaluation
<input type="checkbox"/>	Survey
<input checked="" type="checkbox"/>	Written Assignment

Equipment and Materials:

1. Recommended text:

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

Connection to Degree Mission

EDU 416 provides 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 to become 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 Aug 9, 2021