

CMI PROGRAM CURRICULUM PROGRAM ACTION

Program Name: Certificate of Completion in Special Education

Program Type: _____ Bachelor's Degree (120-150 credits, with at least 40 upper division credits and 36 general education credits, including 9 upper division general education credits)

_____ Associate Degree (60-75 credits)

_____ Advanced Specialization Certificate (24-36 credits, half upper division)

_____ ☒ Certificate of Completion (24-45 credits)

_____ Certificate of Achievement (15 or fewer credits)

Type of Action:

_____ New Program (attach budget approved by the budget committee and approved course outline Connection to College planning document(s): _____)

_____ Substantive Revision (attach narrative justification for changes, budget approved by the budget committee, and approved course outlines)

_____ Non-substantive Revision (attach most recent program review and approved course outlines)

_____ Reinstitution of Archived Program (attach budget approved by the budget committee and approved course outlines) Connection to College planning document(s): _____

_____ Reaffirmation of Program (only allowable if program completion rate exceeds ISS, the benchmark has been met for the majority of PLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach most recent program review and approved course outlines)

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroï	DocuSigned by: <i>Rosie Koroï</i> 59252531E4FC4A3...	3/12/2025
Curriculum Committee Chair	Desmond Doulatram	DocuSigned by: <i>Desmond Doulatram</i> 8A4E9FDD06E14D5...	3/13/2025
Dean of Academic Affairs	Edward Alfonso	DocuSigned by: <i>Edward Alfonso</i> DocuSigned by: 4C1E465...	3/14/2025
VPASA	Dr. Elizabeth Switaj	DocuSigned by: <i>Elizabeth Switaj</i> 89BEB3BDDC23455...	3/14/2025
President*	Dr. David Newnham	Signed by: <i>David A. Newnham</i> B0DD0C0BF9644B7...	5/27/2025
BOR Chair*		Signed by: <i>Mentaka Kendall-Lekse</i> 7670BDE23BE74DC...	5/28/2025

*Required for new programs, substantive changes to programs, and reinstitutions of programs only.

CMI PROGRAM CURRICULUM

Program Guide

Program Name: Certificate of Completion in Special Education

Department: Education

Meta-major:

Transfer major (s):

Total Credits: 29 **Semesters to Complete:** 3

Total Weeks: 45 **CIP No.** 13.1017

Number of Credits that can be earned through hybrid classes: 10

Number of Credits that can be earned through distance education. 29

Program purpose:

The purpose of this program is to prepare teachers to work in classrooms or online with students with special needs who require additional support within the least restrictive environment to be successful.

Summary description of program content:

The content includes understanding requirements and practice regarding student populations related to the framework of the principles of Individuals with Disabilities Education Act (IDEA).

Need or demand for program:

All courses in Special Education are designed to equip teachers with the necessary knowledge and skills needed for them to meet the requirement of students with disabilities in the Public Education System (PSS). Training and best practice is aligned with the legislative requirements as a means to promote inclusivity and eliminate discrimination against those who may consider themselves different and educationally disadvantaged. The aforementioned, is also aligned with meeting the goals of the Rights of Persons with Disability Act and the Policies of the (PSS). From certification of this program, students from CMI being engaged are expected to demonstrate quality learning as they reflect on their experiential learning and make them applicable in classrooms and even with other children for more successful outcomes.

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.

Last approved: (EC approved 4th Nov, 2020 BOR approved 1st DECEMBER 2020)

Connection to College mission:

Certification from the CMI Special Education Program will further equip teachers with the necessary skills and knowledge for meeting the needs of students with disabilities through quality service and academic support so that they can function effectively in and across societies.

Department Mission:

The mission of the College of the Marshall Islands Education is to prepare knowledgeable resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for life-long learning.

(Approved by BoR August 22, 2018)

Connection to department mission:

The Certificate of Completion in Special Education provides students with the knowledge and skills needed to observe and gather data from behaviour of students in the classroom. Teachers are also given the opportunity that exposes them to field work to increase their experience of attending to special needs students in their natural learning environment. The goal of this exposure is to build equity of human resources for long-life learning.

(Approved by BOR 2011)

Credit level students who successfully navigate 2 courses per semester will graduate after 3 semesters. Students may be admitted at credit level or achieve credit level by satisfactorily completing ENG 111 which is the gateway to all courses. After matriculation in ENG 111 (4 credits), students can be enrolled in the SPED 260 (3 credits) and SPED 261(3 credits), thereafter, SPED 262(4 credits) and SPED 263 (3 credit) or all four SPED courses concurrently achieving a passing grade C or better which are all pre-requisite for SPED 298 (12 credits) which is the teaching practicum (12 credits) and is also the final course to graduate with a CC SPED.

Pathway for Completion of Certificate of Completion in Special Education.

Semester 1

ENG111 (4 credits) 8 weeks

SPED 260 (3 credits) first 8 weeks
Introduction to Special Education-8 weeks

SPED 261 (3 credits) second 8 weeks
Issues in Exceptionalities

Semester 2

SPED 262 (4 credits) first 8 weeks
Essential Areas of Reading Instructions

SPED 263 (3 credits) second 8 weeks
Individual Education Plan

Semester 3

SPED 298 (12 credits) 15 weeks
Teaching Practicum

Courses that are key to student progress and how students will be supported in them:

Students will be assisted in the English classes (prerequisite) by assigned instructor/s. Students will be further supported through an integrated approach in each SPED course to strengthen their vocabulary and develop their critical thinking skills. Additionally, one-on-one support is also provided and learner-to-learner support teaching strategy to help students function effectively and efficiently. Students who complete the Certificate of Completion in SPED will have the opportunity to be employed by PSS, private schools, and group homes overseas, also strengthening their capacity in focus areas of SPED. Students can use this certificate as a bridge and transition to higher education such as bachelors, masters, and PhD.

Learning Outcomes

By the completion of this program, students should be able to:

Program Learning Outcome	Linked ISLO	Explanation of Link
1. Practice ethically and morally valid decision-making.	ISLO 4: The CMI graduate will make innovative, informed, and responsible decisions based on evidence.	The plan of action is with intent to educate students to equip them with the necessary knowledge and skills needed so that they can be able to make important, moral and ethical decisions that will promote equity for all.
2. Dignify and respect students with special learning needs.	SLO 1: The CMI graduate will have life-goals and will know how to use available resources to achieve those goals.	CMI students will be empowered with the necessary skills and knowledge to serve through shared culture and goal setting while showing respect for diversity.
3. Include persons who are physically or intellectually diverse.	ISLO 2: The CMI graduate will be knowledgeable and respectful of his or her own culture and respect the cultures of others.	The program intends to promote respect for diversity, psychosocial wellness among students with special needs and creates a safe space for holistic learning.
4. Apply current knowledge of effective practices in special education.	ISLO 3: The CMI graduate will use skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, and the global community. ISLO 5: The CMI graduate will understand the importance of mental and physical well-being and be able to make personal decisions leading to a healthy lifestyle.	It is imperative that educators equip themselves with the necessary knowledge and skills through CMI's SPED Program to become an expert in attending to the needs of students with exceptional abilities. Sharing acquired knowledge through graduate practice to effectively educate students with special needs in schools will provide benefit at the micro, mezzo and macro level. Better understanding will be demonstrated through caring for and supporting persons with disability for holistic.

<u>COURSE</u>	PLO 1	PLO 2	PLO 3	PLO 4
SPED 260	I	I	I	I
SPED 261	P	I	P	P
SPED 262	I	P	P	P
SPED 263	P	P	I	P
SPED 298	M	M	M	M

I=Introduced; P = Practiced with feedback; M = Mastered at the level required for graduation

Does the program have any equity considerations that may not be present across the college?

- The program creates a positive learning space for all regardless of their ethnicity, race, culture, religious beliefs or world view.
- Provide reasonable access and accommodation for persons who are unable to always be online in extenuating circumstances and would like to visit the campus for hybrid at least 34% of the total online credits of 29.
- will use multiple types of assessments, reasonable deadlines and grant extensions for submission in extenuating circumstances.
- Ensure that materials are accessible for online learning
- Ensure that there is a room space for storage of SPED resources that instructors can use to adequately demonstrate learning and instructional design.

How will the program support student's equity and equitable attainment of outcomes?

The Certificate in Special Education has an open opportunity to serve diversity and create a pathway where persons with disabilities can also have access to higher education and realize their life-goals. In addition, anyone who is interested to educate and cater to the needs of students with disability, once met the necessary requisite can enroll in the SPED Program to obtain or develop their knowledge and skills to meet the needs of students with special needs.

Resources required

Human resources:

- Special Education instructors
- Adjunct Instructors
- Training and Development
- IT resource persons
- Administration guidance

Physical resources:

- Lecture room
- Computer laboratory
- Ramp to facilitate wheelchair entering classroom
- Tables and Chairs
- Wheel Chair
- Walkers
- Other

Technical resources:

- Computers
- Laptops
- Projector
- Moodle platform
- Zoomorsimilarvideo-conferencingapplication
- Websites
- Reading Software
- TexttoSpeechApp
- Other

Library and learning support resources:

- eBooks text
- Hard copy textbooks
- Electronic Portfolio
- Rulers
- Course handbooks
- Supplemental articles
- PowerPoint Presentation
- Research skills
- Citations in MLA/APA
- Navigation of Library Website
- Lesson Plan Template
- Notebook for personal portfolio
- Writing tools (pens, markers, pencils, highlighters)
- Colored sticky notes page markers
- Dictionary: hardcopy, E-dictionary
- Markers
- Crayons
- Scissors
- StaplemachineandStaples
- Paperclips
- ThumbTacks
- Highlighters
- Stencils
- Constructionpaper
- Supplemental articles
- Folder leaves
- BlankLeaves
- Indexcards

- Glue
- Stressball
- Other

For programs with Distance Education courses only

How will the program ensure that students in Distance Education courses have the opportunity for substantive interactions with their instructor on a predictable and regular basis commensurate with the length of time and the amount of content in the course?

The program will ensure that students in Distance Education courses have the opportunity for substantive interactions with their instructor on a predictable and regular basis commensurate with the length of time and the amount of content in the course through best practice, by providing equity for meaningful engagement while taking into consideration power outage, internet frequency fluctuation and temporary disconnection from internet service providers. Given the aforementioned, Instructors will grant extensions of deadline date for assignments/activity submissions where applicable, also by use of any other possible means of provision. To help students to adequately prepare for each class, they are dichotomously informed prior to each class via verbal instruction in their last class and via Moodle respectively.

A recap of the previous class is usually done at the beginning of each class to help students who were absent from the previous class due to technical difficulties or other reasons so that they can get in a unified line and on track with learning. Additionally, selected activities, PowerPoint presentations, individual and group activities are modified and tailored to accommodate and meet the needs of distance learning students. Students are also given the opportunity to complete tasks and Instructor provides one-on-one instruction after class for students who are having challenges to complete tasks on time or learn in large groups. Learner-to-learner approach is also utilized to help some students understand the lesson in a clearer manner in addition to their instructor's instruction.

How will students' academic engagement in Distance Education courses be monitored?

Distance learning for this SPED Program surpasses CMI campuses and is extended to the RMI. Students' academic engagement in Distance Education Courses will be monitored through the marking of a daily attendance via Zoom, Moodle platform participation, assignments submissions, audio recordings, video recordings, photographs of course work and assignments. Students' progress will also be monitored by instructors assessing learning through graded assignments and formative assessments. Students will be asked to choose a mentor such as a family member, close friend or associate that will be able to provide support with some challenges throughout their online learning experience. This will contribute to the growth and development of the students, the SPED Program and CMI in all spheres.

How will the program ensure that Instructors for Distance Education course promptly and proactively engage in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student?

The program will ensure that Instructors for Distance Education courses promptly and proactively engage in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student through office hours which is designed to facilitate distance education students in order to serve their academic needs and queries or concerns. Communication to distance learners will be done via Zoom, Google Meet, google chat or email or phone calls in extenuating circumstances. Education faculty work collaboratively to address the needs of the students when the need arises or upon request by the student or CMI Center coordinator.

Distance Education Instructors are given the opportunity to share and give feedback in department meetings regarding academic issues, challenges and recommendations to improve teaching learning experience and foster growth and development in all spheres.

Upper-division general education requirements:

Students must:

- First meet all the prerequisites for enrollment according to the enrollment policy of the College of the Marshall Islands and the upper division General Education courses, where all courses have a prerequisite of ENG 111 English Composition 1 (4 credits).
- Be a part of the RMI or reside in the RMI.

Note: Though it will be possible to take upper division courses while undertaking courses in the special education program, in the program pathway prerequisite ENG 111 students must first achieve a C or better in order to successfully enroll in the SPED program.

SPED Program Justification

The SPED Program is developed specifically to meet the needs of students with special needs through diverse instructional methods and best practice. The program is also geared towards providing training that will prepare educators to develop their knowledge and skills. Additionally, attending to the needs of differentiated students, providing accommodation, modifying learning strategies, whilst applying the curriculum but not without consideration and observation of legislations, institutional and policies for systematic, and paradigmatic approaches for smooth operations that will lead to successful, sustainable outcomes.

CC Approved 14 June 2024

See SPED local budget attached

COLLEGE OF THE MARSHALL ISLANDS

**Certificate of Completion in Special Education
Program Sheet – Effective Fall 2025**

Name: _____
Last **First** **Middle**

Date of Birth: _____ **High School:** _____

Date of Graduation _____ **Matriculation:** _____ **Student ID #:** _____

Contact #: _____ **E-mail:** _____

Certificate of Completion in Special Education**Certificate Total (29 Credits)****Session 1: Special Education Certificate Courses at CMI**

Requirements	Term	Grade	Credits Earned
ENG 111: ENG 111 English Composition 1 (4)	_____	_____	_____
SPED 260: Introduction to Special Education (3)	_____	_____	_____
SPED 261: Issues in Exceptionalities (3)	_____	_____	_____
Course Total (10 Credits)	_____		

Session 2: Special Education Certificate Courses at CMI

SPED 262: Essential Areas of Reading Instruction (4)	_____	_____	_____
SPED 263: Individual Education Plan (3)	_____	_____	_____
Course Total (7 Credits)	_____		

Session 3: Special Education Teaching Practicum from CMI

SPED 298: Teaching Practicum (12)	_____	_____	_____
Teaching Practicum Total (12 Credits)	_____		

Approved: