

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Pacific Geography **Alpha Number:** GEO121 **CIP No.** 45.0701

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: Option for Hybrid

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

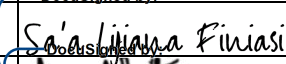
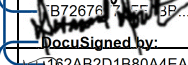
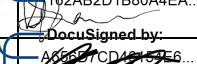
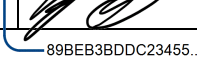
Change to recommended texts

Other: Change in number of contact hours from 48 to 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 | Sa'a Lijiana Finiasi |  <small>DocuSigned by: Sa'a Lijiana Finiasi</small> | 6/5/2024 |
| Curriculum Committee Chair | Desmond Doulatram |  <small>DocuSigned by: B72676...</small> | 6/6/2024 |
| Dean | Vasemaca Savu |  <small>DocuSigned by: 162AB2D1B80A4EA...</small> | 6/5/2024 |
| VPASA | Dr. Elizabeth Switaj |  <small>DocuSigned by: A65507CD466E66...</small> | 6/10/2024 |

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CMi COURSE OUTLINECIP No. 45.0701Version No. 003GEO121Pacific Geography**Alpha Number****Course Title****Previous Number:**

Course Description: Surveys the geographical development of the Pacific Islands using social, cultural, political, economic, and environmental features. Considers the geographical aspects of the environment and human population of the Pacific region, including culture, social issues, history, demographic features, weather and climate, natural history and features, the human-environment interaction, and sub-regional concerns. Students will discuss the historical context and the geographical discourse of the Pacific region.

Course originally prepared by: Liberal Arts Department2008**Most recent revision by:** Desmond Doulatram LAMay/2024**Course mode(s):** Face to Face (including Zoom) Hybrid Distance Education**Credits calculated by:** Credit Hour Clock Hour**Contact Hours:** 45

| Type | No. of Hours | No. of Credits | Maximum No. of Hours Online |
|--------------------------|--------------|----------------|-----------------------------|
| Lecture/Seminar/Workshop | 45 | 3 | 22.5 |
| Clinical | | | |
| Practicum | | | |
| Lab | | | |
| Fieldwork | | | |
| Studio Time | | | |
| Total | 45 | 3 | 22.5 |

Purpose(s) of Course: Degree Requirement _____
 Degree Elective LA/BUS/NURS _____
 General Education _____
 Credit Certification _____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: _ENG 90s or placement into Credit English

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

1. Describe the historic context of human migration patterns in the Pacific using various origins and consequences of the geographical features of the islands.
2. Explain the effect of the non-Pacific cultural contacts, including European and American, on the contemporary geographical formation of the Pacific Region
3. Examine conditions of island formation to explain physical locations and social positions in geographical terms .
4. Describe how the geographical system of humans and the environment impacts to the form of the islands in the Pacific Region
5. Critically interpret the current human and environmental formation of the Pacific political territories under the historical context of geography of the region.

SLO Mapping:

| Prerequisite Course SLO | Linked SLO from this Course | Explanation |
|--|---|--|
| Recognition of prior learning (RPL) obtained from at least C grade or better in ENG 90s or placement in Credit English and in MATH 96 or placement in Credit Math. | The knowledge in ENG 90s and MATH 96 will help the students understand basic concept in the course as they explore into the course. | For students to successfully explain each of the SLOs, they will have to apply the vocabulary and information presented in their lectures and discussions to their explanations. They will also have to demonstrate critical reading strategies on their required texts to gather the necessary information for successful explanation of the course SLOs. |

Links to Program Learning Outcomes:

| SLO | Linked PLO | I/P/M | Explanation of Link |
|-----|--|-------|--|
| 1 | LA3 Effective Critical Thinking | I | The ability to apply analytical thinking to various Geographical problems in the Pacific. |
| 2 | LA1 Effective Communication | I | The process and the knowledge acquired in conveying information to others effectively. In this course. |
| 3 | LA1 Effective Communication, LA3 Critical Thinking, LA4 Quantitative/Scientific Literacy | I | The ability to understand and interprets numerical information and also familiarity with the research methods that are used to gather and manipulate data in geography |
| 4 | LA3 Critical Thinking, LA2 Civic Awareness and Multicultural Perspectives | I | Students Acquiring knowledge in terms of values, beliefs and understanding people from different cultural background and individual responsibility. |
| 5 | LA3 Critical thinking, LA2 Creative Process | I | The ability to know if students consider things in a new way and use different perspectives to solve problems. |

Course Content: Although not limited to the following topics, Students in this course will be introduced to

1. Geography and its relevance
2. Geography Study Method
3. Environmental Formation of Pacific Region
4. History of the Geography of Pacific Region (Social Change)
5. Contemporary geographical formation of Pacific Region
 - a) Political sanctions
 - b) Cultural Trend
 - c) Social Structure and Stratification
 - d) Population/Race/Gender/Ethnicity
 - e) Weather and Climate
 - f) Vegetation
 - g) Geomorphology and Topography
 - h) Hydrology and its circulation
6. Geographical Problems and Solutions
 - a) Global Warming and Climate Change
 - b) Population, labor, and economy
 - c) Politics and security
 - d) Nutrition and Public Health
 - e) Religion, Culture, and its discourse
 - f) Education and Social Illiteracy

Higher Order Thinking Skills: Student in this course will experience:

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, argument, or method
- 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:

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
- 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 video discussions

Live audio-only discussions

Live text chats

Asynchronous message boards or text chats

Other, specify: Use both asynchronous and synchronous assessments

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 texts: Pacific Nations & Territories: The islands of Micronesia, Melanesia & Polynesia by Reilly Ridgell. 4 th Edition. Bess Press. ISBN: 978-1-57306-246-6

2.

Supplementary – On reserve at CMI library: The Pacific Island: Environment & Society. Editor – Moshe Rapaport. Revised Edition. University of Hawaii Press. ISBN: 978-0-8248-3586-6

3.. Equipment/Facilities: LCD projector, white board, Internet, Moodle online learning platform.

4. Materials and Supplies:

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. EC approved 4th Nov, 2020.BOR approved 1st December, 2020

Connection to College Mission:

The Liberal Arts Program strengthens the foundation of students' learning for transfer to higher studies and other educational prospects. It trains students to think critically and learn the foundation of historical theories and issues in Micronesia, the Pacific and in the world, the principles of ethics, philosophy,

psychology, sociology, geography and the English classes. The Program trains its students to research and advocate for issues pertaining to the region and training them to serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens.

Pacific Geography serves the College of the Marshall Islands by teaching students about the Geography of the Pacific and how it has come to be at its present; students can then use the knowledge gained from the course to be responsible citizens and how to best serve the nation.

Department Mission:

The mission of the Liberal Arts Program is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Connection to Department Mission:

The Liberal Arts Department, through the faculty, using current and effective teaching pedagogy, work closely with students to build their knowledge, awareness and critical thinking skills to better understand the world they live in, especially of their communities. Students also learn to improve their skills to clearly and confidently convey this knowledge, whether oral or written and supported by research, to their audience to bring about positive changes in a society.

Pacific Geography serves the Liberal Arts Department by helping the students to understand the Pacific community they live in to help bring about positive changes in the larger Pacific Region.

Narrative Justification

Hybrid - Added this component to allow or have the option for students to join class online in case class cannot meet face to face due to unforeseen circumstances (ex. COVID, Natural disasters, Traffic, Sickness, etc.) as well as accommodate working students and those who are sick and unable to come to class. It allows greater flexibility for students that perform better asynchronously due to cultural differences where non confrontational approach increases comfort level in communicating individual points of view and mitigates anxiety because of fear of confrontation which is culturally intimidating to many given the roles of an elder/teacher. Additionally, unforeseen power outages allows students to tackle work load asynchronously and allows better management through a competency based approach allowing PLO # 6 (Independence) and PLO #5 (Creative Process) to take fruit where little guidance is afforded and students take full charge of their academic responsibilities.

Studies show that 40 percent of Pacific Islanders receive their news on some social media outlet and more pressing studies showcase that 40 percent of High School students in RMI never or rarely have access to a computer/tablet and wifi/internet at home. CMI does its best to accommodate this performance gap where IT skills are a necessary component of the 21st century global thinking model that we want our students to master and a hybrid model will provide a learning space for digital literacy to ensure digital natives of CMI are well equipped after graduation. Laptops have been procured for such an endeavor to allow students to do work on campus and CMI is one of the leading institutions in RMI that provides free wi-fi to our students.

A blended hybrid learning space allows flexibility and opportunities for growth because it's a combination of virtual and physical and this is the reality of life. By utilizing a wider array of resources in both the physical and virtual learning environment, students can be better prepared to meet the challenges of the future job market to make innovative, informed, and responsible decisions based on cited evidence physically and digitally through netiquette and etiquette. The net has also been a way for students to search and explore learning opportunities to satisfy their curiosity that physical confinements of travel lay limits to and helps

with ISLO #5 when considering the mental therapy achieved when satisfying general inquiries on the world wide web via research literacy.

Additionally, it also places greater emphasis on achieving the goals of ISLO 1-3 because it allows students to navigate resources on the net on top of resources on the ground to plan life-goals and how to use said resources to be more knowledgeable about one's place in society while exploring the cultures of others and relating it to one's own. Better IT mastery through Hybrid learning spaces allows our CMI graduates to acquire 21st century skills and knowledge to the economic, political, intellectual, social, and ethical benefit of local communities, the RMI, the Micronesia subregion, the Pacific region, and the global community at large.