

# CMI COURSE CURRICULUM




## COURSE ACTION

Course Title: Physical Education & Elementary School Art      Alpha Number: EDU 427      CIP No. 13.1314  
13.1302

**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		8/2/2021
Curriculum Committee Chair	Florence Peter		8/4/2021
Dean	Vasemaca Savu		8/5/2021
VPASA	Dr. Elizabeth Switaj	<i>Dr. Elizabeth Switaj</i>	8/5/2021



**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:** C or better in all 300-level courses OR with  
 Permission of Instructor.

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

1. Prepare lessons relating the relevance of health science and psychology to PE.
2. Use a series of physical activities to monitor individual improvement of their students.
3. Organize PE and Art lessons to present in elementary schools.
4. Create artwork using artistic means of designing, exploring, and recycling.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
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<p>1. EDU 312 SLO 3 (Reflect on the effectiveness of various teaching methods and classroom management skills).</p> <p>2. EDU 313 SLO 3 (Develop children's literacy level by considering content, pedagogy and areas of human growth)</p> <p>3. EDU 314 SLO 1 (Apply theory and practice of the writing process through the use of children's literature)</p> <p>4. EDU 322 SLO 2 (Integrate Social Studies into other course lesson plans.</p> <p>5. EDU 323 SLO 2 (Create a collection of grade specific inquiry based activities).</p> <p>6. EDU 324 SLO 2 (Create standards-based lessons that include the use of manipulatives).</p>	<p>3. Organize PE and Art lessons to present in elementary schools.</p> <p>3. Organize PE and Art lessons to present in elementary schools.</p> <p>3. Organize PE and Art lessons to present in elementary schools.</p> <p>3. Organize PE and Art lessons to present in elementary schools.</p> <p>3. Organize PE and Art lessons to present in elementary schools.</p> <p>4. Create artwork using artistic means of designing, exploring and recycling</p> <p>3. Organize PE and Art lessons to present in elementary schools.</p>	<p>Teachers reflect on the effectiveness of various teaching methods when they organize and incorporate PE and Art into their classroom throughout the day.</p> <p>Teachers use relevant materials (children's books and/or read alouds) to expose students to significant people in the worlds of Art and PE as well as content in order to develop literacy levels and facilitate engaging experiences for students.</p> <p>Teachers use relevant materials (children's books and/or read alouds) in order to inspire students with ideas that they can use to learn and practice the steps of the writing process.</p> <p>Teachers learn to integrate both art and movement activities into other course lesson plans in order to facilitate artistic expression and promote lifelong physical activity.</p> <p>Teacher's create a collection of both physical and electronic resources that may include an artistic component where students are designing, exploring and recycling. Teachers use these resources to enrich the learning experiences of their students.</p> <p>Teachers create lessons either for PE or that incorporate Art and PE into their courses and that utilize the use of appropriate manipulatives.</p>
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<p>7. EDU 325 SLO 5 (Create rubrics to assess children's work).</p>	<p>3. Organize PE and Art lessons to present in elementary schools.</p>	<p>Teachers create rubrics that assess children's progress in PE.</p>
<p>8. ART 329 SLO 3 (Apply the arts to express ideas, feelings, and/or content in any area of their creation).</p>	<p>2. Use a series of physical activities to monitor individual improvement of the students.</p>	<p>Teachers use physical activities related to performance arts to monitor individual improvement of their students.</p>
<p>9. EDU 341 SLO 5 (Apply select instructional &amp; behavioral assessment tools to record students' academic and behavioral progress).</p>	<p>2. Use a series of physical activities to monitor individual improvement of the students.</p>	<p>Teachers incorporate physical activities into their courses and assessment tools in order to record improvement in students' academic and behavioral progress.</p>
<p>10. ETH 300 SLO 2 (Analyze common contemporary ethical challenges, and link these to various models of ethical governance).</p>	<p>1. Prepare lessons relating the relevance of health science and psychology to PE.</p>	<p>Teachers focus on teaching quality Health and Physical Education (HPE) in order to help students make connections between PE (also Physical Activity) and Health in order to develop strategies that will help them live healthy lifestyles.</p>

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1.	3. Differentiate instruction for individuals, small and large groups. 6. Exhibit professional practices	M	Differentiated instruction is particularly important because of the differences in physical and emotional condition of students.
2.	1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio. 4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom. 5. Assess K-6 students' progress in all areas.	M	Teachers use the RMI curriculum to develop scaffolded instruction to assess the progress of their students, while enabling the elementary students to set goals and monitor themselves over time.
3.	2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students. 3. Differentiate instruction for individuals, small and large groups.	M	Art needs to be integrated into all subjects in the classroom to give students more experience to artistic and creative expression. Likewise, integrating PE into subjects facilitates movement in the classroom, and movement promotes learning.
4.	1. Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio. 2. Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students. 3. Differentiate instruction for individuals, small and large groups. 4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom.	M	Teachers develop and present lessons that will enable them to effectively implement artistic experiences for elementary students within the content areas of the RMI Curriculum that will enable the students to develop their artistic talents using a variety of art media.

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

1. Terminologies and basic PE and ART conceptual understandings.
2. Physical fitness and movement
3. Teams and individual sports
4. Health topics

5. Personal and social attitudes to health and art
6. Dimensional designs in art
7. Screen printing, drawing, and coloring
8. Fabric and tie dye
9. Recycled materials for art
10. Pedagogy
11. Learning plans

**Recommended Methods of Instruction**

- Demonstration
- Lecture
- Small group
- discussion
- Class
- discussion
- Audio-Visual
- Aids
- Laboratory
- Supervised
- Practice
- Field Trips
- Other:x Fieldwork

**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

**Equipment and Materials:**

1. Recommended texts:

Fox, Englebright, and Robert Schirmmacher. *Art and Creative Development for Young Children*, 8th ed. Cengage Learning, 2014. ISBN: 9781285432380

Doherty, Jonathan, and Peter Brennan. *Physical Education 5-11: A Guide for Teachers, 2nd ed.* Routledge, Taylor & Francis Group, 2014. ISBN: 9781285432380

2. Equipment/Facilities: Computer and Internet, Projector
3. Materials and Supplies: Construction paper, markers, pencils, rulers, erasers, scissors, paint, paintbrushes, cookie cutters, popsicle sticks, play dough.

### **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 the College Mission**

EDU 427 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 through enriching and engaging activities. This course connects the student and the entire curriculum.

### **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 BAEE degree Mission**

EDU 427 provides quality, higher educational services and prioritizes student success through engagement in relevant academic and career learning opportunities. We examine quality pedagogy to connect foundational concepts and subject-matter content with the goal of improving the daily lives of our BAEE students' elementary level students today and in the future. Engaging experienced teachers and pre-service teachers in authentic practice requires them to reflect on their own previous educational experiences and to become aware of better strategies that research proves to benefit learning.

CC Approved on July 29th, 2021



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