

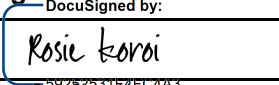
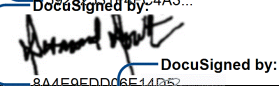


CMI COURSE CURRICULUM COURSE ACTION

Course Title: Personal and Social Health Skills **Alpha Number:** IDS 428 **CIP No.** 51.0001

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: Contact hours change from 94 to 90
- Reinstitution of Archived Course (attach narrative justification for reinstatement, 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	Rosie Koroï	 <small>DocuSigned by: 8A4E9FDD06E14D57...</small>	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	 <small>DocuSigned by: 8A4E9FDD06E14D57...</small>	7/27/2024
Dean	Vasemaca Savu	 <small>DocuSigned by: 48E6D7CD46154E6...</small>	7/31/2024
VPASA	Dr. Elizabeth Switaj	 <small>80BE38DDC23455...</small>	8/2/2024

CMI COURSE OUTLINE

CIP No. 51.0001

Version No. 03

IDS 428

Personal and Social Health Skills

Alpha Number

Course Title

Course Description: Emphasizes planning, training, assessment, and reflection on health issues. Develops interactive resources for personal and social responsibility for health. Analyzes the functions and relationships between bodily systems, nutrition, and exercise.

Course originally prepared by: Education Department Education Dept March/2017
Most recent revision by: Luisa Kamenio Education Dept June 2024

Course Modes: | Face to Face (including Zoom) | Hybrid
 Distance Education

Credits calculated by: Credit Hour Clock Hour

Contact Hours: 90

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab	45	1	
Fieldwork			
Studio Time			
Total	90	4	

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

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

Prerequisite: Completion of AS or AA degree from an accredited institution Completion of EDU 322 **Or** Permission of instructor

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

1. Evaluate the science behind healthy lifestyle choices.
2. Practice strategies for developing mental and physical health-awareness communities.
3. Identify appropriate activities to meet health-related objectives both on the personal and broader levels.
4. Implement healthy lifestyle choices based on research.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation:
EDU 322 SLO 1 Develop appropriate grade-level social studies projects for classroom use.	1. Evaluate the science behind healthy lifestyle choices	Research is available regarding every aspect of bodily functions and threats to health
EDU 322 SLO 2 Integrate social studies into other course lesson plans.	2. Practice strategies for developing mental and physical health-awareness communities	By engaging in dramatic role-playing activities that demonstrate healthy choices, students tap into their own needs and solutions
EDU 322 SLO 3 Create grade-appropriate lessons using a variety of social studies tools in an elementary classroom setting.	3. Identify appropriate activities to meet health-related objectives both on the personal and broader levels	Communities that include schools and beyond benefit from projects that provide knowledge that may help people improve their health.

<p>EDU 322</p> <p>SLO 4 Implement lessons using various instructional strategies for teaching social studies.</p>	<p>4. Implement healthy lifestyle choices based on research</p>	<p>Even though one's health is one's personal responsibility, governance issues come into play as well, e.g., the COVID-19 pandemic, mandatory vaccinations for many common diseases, and education regarding the causes of diabetes and related complications.</p>
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Links to Program Learning Outcomes:

SLO	Linked GE PLO	I/P/M	Explanation of Link
1.	<p>Problem Solving: Use the scientific method to analyze information and solve problems.</p> <p>Quantitative Literacy: Demonstrate quantitative literacy</p>	P	<p>Analyzing resources using the scientific method enables students to make informed choices related to their perspectives of lifestyle choices.</p> <p>Quantitative literacy is required in order to comprehend documents regarding nutrition and bodily functions.</p>
2.	Civic Awareness: Demonstrate civic awareness.	P	<p>College and community health-related professionals will contribute to students' experiences to assist individuals in making informed personal choices and provide health-related information to schools and communities based on pertinent data.</p>
3.	<p>Communication: Communicate complex ideas and information effectively through writing, oral presentations, and technological resources.</p> <p>Creative Process: Demonstrate understanding and appreciation of the creative process.</p>	P	<p>Students will prepare individual and group activities and presentations of health-related information to home, school, and community settings.</p> <p>Choosing and constructing activities that pertain to self and others require engaging in the creative process.</p>

4.	Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view.	P	Individuals have specific concerns and points of view. They will make choices that are relevant to solving problems related to their own lives and those of their families, communities, and students based on synthesis of information collected from research-based learning.
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Course Content: Students in this course will understand:

1. Pedagogy and taxonomies that reflect higher levels of learning
2. Scope of health concepts, i.e., physical and mental/emotional health.
3. Nutrition
4. Healthy eating habits
5. Healthy exercise habits
6. Resources to promote health awareness in home, school, and community
7. Home, school, and community safety
8. Individual project incorporating student-chosen topic within a school or community setting

Higher Order Thinking Skills: Students in this course will experience

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, arguments, or methods
- 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:
 - Assigned Readings
 - Field research (Interview with schools' principal or administrator)
 - Group Project
 - Observations
 - Presentations
 - Small and large group discussions
 - Case studies and critique

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
- Other:

**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 audio-only discussions
- Live text chats
- Asynchronous message boards or text chats
- Other, specify:

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:
E- copy
Goddard, Gillian, et al. *PSHE in the Primary School: Principles and Practice*. Routledge, 2013.
ISBN: 978-1-4082-5957-3
2. Equipment/Facilities: Fitness Center, projector, laptop
3. Materials and Supplies: exercise mats, scales for body weight, tape measures, health/nutrition-related documents

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*

IDS 428 provides students with an opportunity to examine their own personal and social health skills with an emphasis on nutrition and exercise that affect the health of self, family, and community. This course is highly related to the CMI Institutional Student Learning Outcome 5: The CMI graduate will understand the importance of mental and physical wellbeing and be able to make personal decisions leading to a healthy lifestyle.

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*

IDS 428 contributes to improving personal and social health skills to then share with elementary students and the community through integrated curricula with the goal of improving the daily lives of our BAEE students and their elementary level students. Engaging experienced and pre-service teachers in authentic practice requires them to reflect on their own previous and current choices and to become aware of better strategies to gain and maintain health.

CC Approved June 14., 2024

Justification.

The pre-requisite for the 400-level course is EDU 322 which looks at social issues that affects communities and how to look at ways of solving them to also become educated and healthy citizens of their country. Students will look more into social issues in health and life skills in the IDS 428 research component. Additionally, the change in the prerequisites for the 400-level courses will enable our part-time students to schedule the necessary classes to complete the BAEE program and graduate within the required timeline.