xCMI COURSE CURRICULUM
COURSE ACTION

Course Title: <u>Classroom Management</u>   **Alpha Number:** <u>EDU 241</u>   **CIP No.** <u>13.1202</u>

Type of Action:

	New Course (attach narrative justification for course creation)

<u> X </u>   Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)
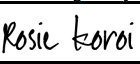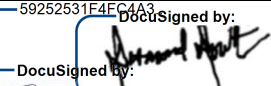
Select all that apply:
	Change in number of credit hours
	Change in prerequisite
	Substantive change in course content
X	Change to SLOs
	Other:

<u> X </u>   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
X	Other:-change in 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**	**Date**
Department Chair	Rosie Koroi	*Rosie Koroi* (DocuSigned by: 59252531F4FC4A3)	7/28/2024
Curriculum Committee Chair	Desmond Doulatram	(DocuSigned by: 8A4E9FDD06E14D5...)	7/28/2024
Dean	Vasemaca Savu	(DocuSigned by: A656D7CD46154E6...)	7/31/2024
VPASA	Dr. Elizabeth Switaj		

CMI COURSE OUTLINE

CIP No. 13.1202   **Version No.** 3

EDU 241   Classroom Management
Alpha Number   **Course**

Course Description

Designed to give students the basic knowledge and practice needed to plan, develop, and implement classroom management tasks that encourage learning. Addresses decisions effective teachers must make, including building a positive classroom learning environment, establishing classroom guidelines and classroom/school procedures and routines, and establishing effective communication with parents regarding student behaviors and academic progress.

Course originally prepared by: Education Department   Education Dept   May/2007
Most recent revision by: Kannea Kaierua Lussier   Education Dept   June /2024

Course mode(s):   X   Face to Face (including Zoom)   Hybrid
                                 Distance Education

Credits calculated by: X   Credit Hour   Clock Hour

Contact Hours: 45

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

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

Distribution Area: Humanities

                                    Social Sciences

                                    Mathematics (Credit)

                                    Science

Prerequisite: C or better in ENG 111

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

1. Create and implement positive behavior management strategies through creative learning, games, and exercises.

2. Develop a personal plan to build a positive classroom environment, establish guidelines and procedures, and conduct instruction.

3. Show the relationship and integration of classroom management principles and a planned lesson.

4. Evaluate a variety of sources regarding classroom management methods.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
ENG 111: 1.Demonstrate use of the writing process.	1. Implement classroom management methods in an elementary classroom setting.	Developing a good understanding of the writing process and connection of ideas will assist future teachers in their classroom teaching and with documentation of professional observations and reporting.
2.Write essays that have appropriate content, organization, and formatting.	2.Develop a personal plan to build a positive classroom environment, establish guidelines and procedures, and conduct instruction. 3.Show the relationship and integration of classroom management principles and a planned lesson.	Well-developed writing skills will contribute to the development of an appropriate personal plan to build a positive classroom environment. Integrating classroom management principles with learning plans requires professional level writing skills.
3.Use basic library and research skills to find and read a variety of college level sources, respond critically (verbally and in writing), and draw connections between a variety of perspectives.	4.Evaluate a variety of sources regarding classroom management methods.	Selecting appropriate grade level classroom management routines, resources, and data is an essential skill to prepare effective learning plans.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1.	1. Display knowledge of school curriculum, . 4. Apply appropriate classroom teaching and management methods to promote a positive learning environment. phasis on RMI.	P	Teachers learn to apply grade appropriate management techniques to provide instruction that meets curriculum standards. Students will learn how creative games and exercises can help manage student behavior and promote positive learning.
2.	4. Apply appropriate classroom teaching and management methods to promote a positive learning environment.	P	Teachers develop and implement personal classroom management plans that create positive learning environments.
3.	2. Identify cognitive and affective needs of students in the classroom.	I	Teachers learn to develop and execute appropriate learning plans with relevant resources to meet developmental needs of students.
4.	3. Practice self-reflection and professionalism in the classroom. (both as a student and as a teacher). 5. Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and respond appropriately.	P	Students learn to reflect on their own teaching by identifying what works well and what has not worked well, leading them to implement practices that can improve their teaching. Teachers learn to use knowledge, facts, and data to develop well thought out solutions and procedures to promote critical thinking skills.

Course Content: Students in this course will undestand:

1. Classroom procedures, routines, and guidelines
2. Positive learning environment
3. Classroom management methods
4. Efficient use of class time
5. Grouping strategies for different purposes
6. Educational games and exercises
7. Taxonomies that pertain to learning

Higher Order Thinking Skills: Students in this course will experience

X   Analyzing the basic elements of an idea, experience, or theory

X   Making judgments about the value or soundness of information, arguments, or methods

X   Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

X	Demonstration
X	Lecture
X	Small group discussion
X	Class discussion
X	Audio-Visual Aids
	Laboratory
X	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
Movie Critique
Learning Games
Assigned Readings

Recommended Assessment Tool Type(s):

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

Equipment and Materials:

1. Recommended Texts:

   Lewis, Ramon. *Understanding Pupil Behavior: Classroom Management Techniques for Teachers.* Routledge, 2008. ISBN: 978-0-415-48353-7

   Public School System. (2017). *RMI Curriculum.* Majuro.

2. Equipment/Facilities: Projector, laptop

3. Materials and Supplies: Butcher paper, markers

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:
The Classroom Management course provides learning experiences that are relevant and meaningful which students can apply; this is in support of the mission to provide access to quality education through relevant and engaging activities. In addition, this course will help future teachers use effective classroom management plans that should contribute to students building a foundation for appropriate behavior and prioritizing student success.
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Department Mission
The mission of the College of the Marshall Islands Education Department is to prepare knowledgeable, resourceful teachers capable of creating classroom environments in which students engage in meaningful learning experiences that build a foundation for lifelong learning.
Approved by BoR August 22, 2018

Connection to Department Mission:
The Classroom Management course prepares experienced and pre-service teachers with classroom experiences based on quality pedagogy to become knowledgeable and resourceful teachers. By engaging in meaningful learning, teachers become familiar with and develop classroom management resources that provide positive environments conducive to learning.

CC Approved June 14, 2024

Justification of change in SLO #1.
Old SLO#1 Implement classroom management methods in an elementary classroom setting

New SLO#1
Create and implement positive behavior management strategies through creative learning, games, and exercises.
The change in the wording of SLO#1 is to teach students that creative learning games and exercises are strategies that can be used in the classroom to address behavioral issues that they face.