

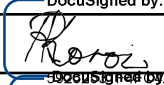
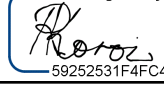
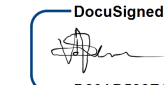

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Classroom Management II      **Alpha Number:** EDU 341      **CIP No.** 13.1202

**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 <small>DocuSigned by:</small>	Date
<b>Department Chair</b>	Rosie Koroi	 <small>DocuSigned by: 59252531F4FC4A3...</small>	1/9/2023
<b>Curriculum Committee Chair</b>	Rosie Koroi	 <small>DocuSigned by: 59252531F4FC4A3...</small>	1/9/2023
<b>Dean</b>	Vasemaca Savu	 <small>DocuSigned by: B20AD532E65B40C...</small>	1/10/2023
<b>VPASA</b>	Dr. Elizabeth Switaj	 <small>DocuSigned by: 898E83BDDC23435...</small>	1/10/2023

**CMI COURSE OUTLINE**

**CIP No.** 13.1202

**Version No.** 3

**EDU 341**  
**Alpha Number**

**Classroom Management II**  
**Course Title**

**Course Description:** Develops choices and skills that extend knowledge of the scope of classroom management. Students will examine a number of strategies and approaches to help elementary teachers and their students develop a learning community.

**Course originally prepared by:** Education Department      Education      February/2011  
**Most recent revision by:** Luisa Kamenio      Education      Jan 2023

**Course mode(s):**     Face to Face (including Zoom)      Hybrid

**Credits calculated by:**     Credit Hour      Clock Hour      N/A

**Contact Hours:** 48

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	48	3	

**Purpose(s) of Course:**

Degree Requirement	<u>BAEE</u>
Degree Elective	_____
General Education	_____
Credit Certification	_____
Developmental	_____
CTE/TVET	_____
ABE/Adult HS	_____

**Distribution Area:** Humanities \_\_\_\_\_  
 Social Sciences \_\_\_\_\_  
 Mathematics (Credit) \_\_\_\_\_  
 Science \_\_\_\_\_

**Prerequisite to BAEE 300 level classes** Completion of AS or AA degree from the College of the Marshall Islands or acceptance to the CMI BAEE degree.  
 \_\_\_\_\_

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

1. Develop a comprehensive classroom management plan.
2. Evaluate the effects of a variety of classroom management practices on student learning and behavior in the classroom.
3. Present selected strategies and apply them to a variety of classroom challenges.
4. Report on management styles, student responses, and student achievement.
5. Apply select instructional & behavioral assessment tools to record students' academic and behavioral progress.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
Completion of AS or AA degree from the College of the Marshall Islands or acceptance to the CMI BAEE degree.	1. Develop a comprehensive classroom management plan.  2. Evaluate the effects of a variety of classroom management practices on student learning and behavior in the classroom.  3. Present selected strategies and apply them to a variety of classroom challenges.  4. Report on management styles, student responses, and student achievement.  5. Apply select instructional & behavioral assessment tools to record students' academic and behavioral progress.	CC approved the AA or AS as the prerequisite of all 300 level courses

**Links to Program Learning Outcomes:**

<b>SLO</b>	<b>Linked PLO</b>	<b>I/P/M</b>	<b>Explanation of Link</b>
1.	<p>1.Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio</p> <p>3.Differentiate instruction for individuals, small ,and large groups</p>	M	Teachers develop constructive skills to execute appropriate engaging grade level instruction and extend the scope of classroom management practices in an authentic elementary environment to meet the needs of their students.
2.	<p>2.Develop engaging and meaningful lessons in an authentic elementary classroom to meet long-term goals for students.</p> <p>4. Demonstrate methods for content-area instruction using the RMI elementary curriculum in the implementation of lessons in the classroom</p> <p>5.Assess K-6 students' progress in all areas.</p>	M	Students develop and demonstrate engaging differentiated instruction in lessons with effective classroom management strategies. Instruction and select classroom management approaches are assessed and evaluated on the basis of their impact on students' academic and behavioral progress
3.	<p>1.Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>5.Assess K-6 students' progress in all areas.</p>	M	Teachers develop constructive skills to create quality grade-appropriate lessons that integrate a variety of classroom management plans to meet diverse behavioral challenges. Teachers assess classroom management plans that exhibit best practices.
4.	<p>1.Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>3.Differentiate instruction for individuals, small groups and large.</p>	M	Students encounter experiential learning opportunities to demonstrate and practice differentiated management plans that respond to individual or group behavioral challenges and promote a positive learning environment.
5.	<p>1.Reflect on experiential learning in the field of elementary education through maintaining a practicum portfolio.</p> <p>5.Assess K-6 students' progress in all areas</p> <p>6.Exhibit professional practices.</p>	M	Teachers reflect on and assess engaging grade-appropriate instruction, classroom management approaches, and professional practices in authentic elementary classrooms.

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

1. Classroom procedures and routines
2. Classroom guidelines
3. Positive learning environment
4. Classroom management methods
5. Efficient use of class time
6. Grouping strategies for different purposes

**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
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

**Equipment and Materials:**

1. Recommended text:

Lyons, Gordon, et al. *Classroom Management: Creating Positive Learning Environments*, 4th ed. Cengage Learning, 2014. ISBN: 978-0170233224

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:**

In EDU 341 the instructor collaborates with experienced and pre-service teachers to produce quality, higher educational services and prioritizes student success through effective learning opportunities that examine the effects of classroom management practices on student learning and behavior in the classroom.

### **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:**

The EDU 341 course examines 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. Engaging experienced 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 student learning.

CC Approved on 29th July, 2021