

Washtenaw Community College Comprehensive Report

TRL 115 Classroom Management Effective Term: Spring/Summer 2025

Course Cover

College: Advanced Technologies and Public Service Careers

Division: Advanced Technologies and Public Service Careers

Department: United Association Department

Discipline: Trade Related Learning

Course Number: 115

Org Number: 28000

Full Course Title: Classroom Management

Transcript Title: Classroom Management

Is Consultation with other department(s) required: No

Publish in the Following:

Reason for Submission: New Course

Change Information:

Rationale: New Trade Related course for Skilled Trades Instructor Training Programs.

Proposed Start Semester: Fall 2024

Course Description: In this course, students will identify and demonstrate essential instructor skills and strategies needed to effectively manage skilled trades classrooms. Through theory, practical exercises, and real-world scenarios, students will explore how to create positive learning environments that increase positive learning environments and classroom dynamics. Students will also learn proven classroom management techniques that are conducive to student success. Students will create behavioral plans and expectations appropriate for the diverse needs, conflicts, and challenges that are specific to a skill trades classroom environment. Limited to approved union program participants.

Course Credit Hours

Variable hours: No

Credits: 1.5

The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min

Lecture Hours: Instructor: 22.5 Student: 22.5

The following Lab fields are not divisible by 15: Student Min, Instructor Min

Lab: Instructor: 1.5 Student: 1.5

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 24 Student: 24

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Develop a classroom behavior plan based on key principles related to common behaviors and fostering a positive learning environment.

Assessment 1

Assessment Tool: Outcome-related worksheet

Assessment Date: Spring/Summer 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: all

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: Skill trades instructors

2. Demonstrate how to build positive relationships and set expectations for engagement, motivation, and effective communication in the skill trades classroom.

Assessment 1

Assessment Tool: Outcome-related presentation

Assessment Date: Spring/Summer 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: Skill trades instructors

3. Develop a comprehensive toolkit of instructional strategies tailored to diverse needs in skill trades education, including active learning techniques and differentiated instruction.

Assessment 1

Assessment Tool: Outcome-related worksheet

Assessment Date: Spring/Summer 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: Skill trades instructors

4. Create a comprehensive plan for effective classroom management in skill trades education, including de-escalating conflicts, implementing consequences, and handling difficult situations with empathy.

Assessment 1

Assessment Tool: Outcome-related worksheet

Assessment Date: Spring/Summer 2024

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 80% of the students will score 80% or higher.

Who will score and analyze the data: Skill trades instructor

Course Objectives

1. Explain the concept of classroom management in the context of skill trades education.
2. Discuss why effective classroom management is crucial in skill trades education.
3. Identify and describe the key principles of classroom management.
4. Discuss how each principle contributes to maintaining a productive learning environment.
5. Discuss classroom management theories and explain their relevance to skill trades education.
6. List and briefly describe common behaviors observed in skill trades classrooms.
7. Provide examples of how each behavior might manifest in a skill trades education setting.
8. Identify and discuss factors that influence student behavior in skill trades classrooms.
9. Explain how each factor impacts classroom dynamics.
10. Describe at least three proactive strategies for managing student behavior in skill trades classrooms.
11. Explain how each strategy can help prevent disruptive behavior and promote a positive learning environment.
12. Explain the significance of building rapport between instructors and students in skill trades education.
13. Discuss the benefits of positive relationships in the classroom.
14. Describe techniques or strategies for establishing trust and mutual respect with students.
15. Provide examples of how each technique can be applied in a skill trades education setting.
16. Outline the steps involved in developing clear and consistent classroom rules.
17. Discuss why consistency is important in enforcing rules and norms in the classroom.
18. Identify strategies for effectively communicating expectations to students.
19. Explain how each strategy can help students understand and adhere to classroom expectations.
20. Define active learning and its relevance to skill trades education.
21. Provide examples of learning techniques that can be used effectively in skill trades classrooms.
22. Discuss how each technique promotes engagement and enhances learning outcomes.
23. Explain the importance of hands-on activities and demonstrations in skill trades education.
24. Identify and describe common learning styles observed in skill trades students.
25. Discuss how individual learning styles can impact student engagement and comprehension.
26. Explain the importance of recognizing and accommodating diverse learning needs in skill trades education.
27. Discuss the benefits of differentiated instruction in promoting student success and academic growth.
28. Describe strategies for de-escalating conflicts in the classroom.
29. Discuss the importance of remaining calm and maintaining control during conflict resolution.
30. Outline a framework for implementing consequences for disruptive behavior in the classroom.
31. Discuss the role of consistency and fairness in managing classroom behavior.
32. Identify common signs and strategies to deal with student resistance and apathy in the classroom.
33. Outline procedures for responding to emergencies and crises in the classroom.
34. Discuss the importance of maintaining composure and following established protocols during emergencies.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>May 20, 2024</i>
Department Chair/Area Director: <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>May 21, 2024</i>
Dean: <i>Eva Samulski</i>	<i>Recommend Approval</i>	<i>May 21, 2024</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jan 10, 2025</i>
Assessment Committee Chair: <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Nov 21, 2024</i>
Vice President for Instruction: <i>Brandon Tucker</i>	<i>Approve</i>	<i>Jan 13, 2025</i>