



**EDUC 632 Course Syllabus**  
3140 Waiialae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 632-90-3  
**Course Title:** Learning Environments  
**College/School/Division:** School of Education and Behavioral Sciences  
**Term:** Winter 2024 - Graduate  
**Credits:** 3 (equivalent to 135 Total credit hours)

**Instructor Name:** Dr. Brina Domingo  
**Email:** [brina.domingo@chaminade.edu](mailto:brina.domingo@chaminade.edu)

**Email Response Time:**

- 2 - 4 hours (Office Hours)
- 12 - 24 hours (Nights/Weekends)
- 48 - 72 hours (Holidays)

**Phone:** (808) 735-4719

**Office Location:** Brogan Hall 129

**Office Hours (Virtual - By Appointment ONLY):** Monday - Friday from 8:00 am - 3:00 pm

### **University Course Catalog Description**

This course will explore current research, theory, and best practices related to classroom management. Topics will include establishing effective rules and procedures, classroom management systems, managing individual student behavior, developing relationships with staff members and parents, and managing behavior in a variety of instructional formats such as cooperative learning groups, learning centers, project-based learning, etc. as well as whole group instruction.

### **Conceptual Framework:**

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

### **Education Division Mission Statement:**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

### **Educator Code of Ethics**

The Model Code of Educator Ethics is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

### **Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace

- Educate for adaptation and change

**Program Learning Outcomes (PLOs):** Upon completion of the M.A. in Teaching, students on Elementary, Secondary, Special Education program will be able to:

- Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, Special Education students.
- Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, Special Education students.
- Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, Special Education students.
- Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
- Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

**Course Learning Outcomes (CLOs):**

- CLO 1: Explore best practices related to classroom management, the establishment of class rules, procedures, routines and motivational strategies for students.
- CLO 2: Create a blueprint for developing a classroom community, a culture that promotes positive social skills and academic achievement. This will include all stakeholders- parents, administrators, teaching assistants, co-teachers, additional school staff, etc.
- CLO 3: Construct a classroom management plan that addresses both Instructional and behavior management issues.

| <b>Alignment of Learning Outcomes:</b> | CLO 1 | CLO 2 | CLO 3 |
|--|-------|-------|-------|
| Essential Questions                    | 1     | 2     | 3     |
| Marianist Values                       | 2     | 3     | 4     |
| WASC Core Competencies                 | 4     | 2     | 4     |
| Program Learning Outcomes              | 2     | 4     | 1     |

### Learning Materials

- Hardin, C. (2012). *Effective classroom management: Models and strategies for today's classroom*. (3<sup>rd</sup> edition) Boston: Pearson. ISBN-10: 013705503X ISBN-13: 9780137055036
- Lemov, D. (2021). *Teach Like a Champion 3.0: 63 Techniques that Put Students on the Path to College*. (3rd Edition) New Jersey: Jossey-Bass. ISBN: 9781119712619

### Supplementary Learning Materials/Requirements:

You will need to be comfortable accessing YouTube videos and working in Google Docs or Word Processor. You will also need to know and utilize Proper APA Formatting for all assignments for paper formatting as well as in-text citations (to avoid plagiarism).

- APA General Format:
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- APA Example Paper:
  - [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_sample\\_paper.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html)

## Credit Hour Policy

This is a three credit course requiring **135 clock hours** of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 1 hour and 30 minutes per week on your Weekly Scenario Strategy Discussions, 2 hours and 30 minutes per week on Weekly Reading Reflections, 4 hours on your Classroom Design Assessment, 4 hours on your Final Course Reflection, 5 hours each for researching and writing your Scenario Application Papers, a total of 20 hours of work on your Academic Lesson Plan Project, 20 hours Developing, Researching and Writing your Classroom Management Philosophy Paper, and 10 hours on your Digital Portfolio. There will be an additional 30 hours of work required beyond what is listed here to complete your course readings. This additional work will average about 3.1 total hours per week.

In the assignment list below, you will see each of the assignments with their point value, brief description, and an average amount of time you will need to devote to completing each assignment.

### Assessments/Assignments

| Assignments  | Max Points | Your Points |
|--|------------|-------------|
| Weekly Scenario Strategy Discussions (1:30 each) <ul style="list-style-type: none"> <li>9 Discussions – 2 Point Each (1 for Your Initial Perspective <u>and</u> 1 for Peer Response)</li> </ul>  | 18         | /18         |
| Weekly Reading Reflections (2:30 each) <ul style="list-style-type: none"> <li>9 Reflections – 2 Points Each</li> <li>Minimum of 2 Pages written in Proper APA Formatting</li> </ul>  | 18         | /18         |
| Classroom Design Assessment (4:00) <ul style="list-style-type: none"> <li>You will create a digital design of your future classroom using a technology of your choice (Can be submitted as a PowerPoint, PDF, drawing, etc).</li> <li>Along with it, you will provide a 1 page paper written in Proper APA Formatting that describes the layout structure for your classroom furniture, centers, teacher desks, etc. and explain how your classroom set-up helps to create and promote a positive learning environment for students.</li> </ul>  | 10         | /10         |
| Final Course Reflection (4:00) <ul style="list-style-type: none"> <li>Minimum of 2 Pages written in Proper APA Formatting</li> </ul>   | 4          | /4          |
| Scenario Application Papers: 15 Points Per Paper (5:00 each) <ul style="list-style-type: none"> <li>You will get a list of 9 student scenarios, each detailing a different student (giving their background, exhibited academic or behavior deficiencies, and triggers). You will pick 2, reflect on how you'd approach that student in your own classroom, and give detailed application of strategies you've learned to best support them in your own classroom.</li> <li>Minimum of 2 pages long written in Proper APA Formatting</li> </ul>  | 30         | /30         |
| Academic Lesson Plan Project <ul style="list-style-type: none"> <li>20 Points: Mini Lesson Plan (10:00) - <i>Develop and Create a Mini-Lesson for a grade level and content of your choosing with an emphasis on Classroom Management adaptations, extensions and accommodations considered and identified within the lesson plan.</i></li> <li>15 Points: Resources and Materials (6:00) - <i>Develop and Create your own resources and materials (PowerPoints, Worksheets/Handouts, etc.) that would accompany your lesson if you were to teach it in an actual classroom.</i></li> <li>5 Points: Project Reflection (4:00) - <i>Write a paper that is a minimum of 2 Pages written in Proper APA Formatting the discussed strategies you've learned about that you would use (and how you would use them) to address any potential obstacles identified that you would encounter when teaching the lesson.</i></li> </ul> | 40         | /40         |
| Classroom Management Philosophy Paper (20:00) <ul style="list-style-type: none"> <li>Develop your own philosophy for Classroom Management and how you'd apply what you learned in this course in your own classroom.</li> </ul>  | 20         | /20         |

|  |            |             |
|--|------------|-------------|
| <ul style="list-style-type: none"> <li>This paper is a cumulative paper and should be a Minimum of 5 pages long written in Proper APA Formatting</li> </ul>  |            |             |
| Classroom and Behavior Management Digital Portfolio (10:00) <ul style="list-style-type: none"> <li>Creation of Individual ED 404 Website using Weebly (<i>must provide link</i>) that showcases each assignment completed for this course</li> </ul> | 10         | /10         |
| <b>Total</b>   | <b>150</b> | <b>/150</b> |

\*\*\***ALL assignments** (with the exception of the Weekly Discussions and Digital Portfolio) must be written in:

- Proper APA Formatting
  - A Title Page
  - Running Head and Page #s
  - Appropriate Level 1 - Level 3 Headings
  - In-Text Citations
  - A References Page
    - An Abstract will **ONLY** be required for your Classroom Management Philosophy Paper
- Times New Roman Font
- Size 12 Font
- Double Spaced

\*\*\*May be subject to change based on the dynamics of current events. Late assignments submitted up to 3 days late will receive a 10% deduction and five days late with a 25% deduction. No late assignments will be accepted after five days past the designated deadline. **If** there is an emergency, make sure to contact me **before** the due date of an assignment.

\*\*\***NO work will be accepted after 11:59 pm on the last Sunday of the course!!**

**GRADING SCALE:** Graduate Students need to earn a “B” or higher to earn their 3 credits for this course

|         |   |
|---------|---|
| 100-90% | A |
| 89-80%  | B |
| 79-70%  | C |
| 69-60%  | D |
| 59-0%   | F |

**COURSE SCHEDULE:**

| Week    | Topic  | Tasks   |
|---------|--|---|
| Week 1: | <b>Introduction to Classroom Management:</b><br><i>Get an overview of the different views of classroom management while also identifying how to build character and trust within your classroom management perspective.</i>    | <ul style="list-style-type: none"> <li>Required Reading:               <ul style="list-style-type: none"> <li>“Effective Classroom Management” - Chapter 1</li> <li>“Teach Like a Champion” - Chapters 10</li> <li>Student Scenario #1</li> </ul> </li> <li>Strategy Discussion #1</li> <li>Reflection #1</li> <li>Classroom Design Assessment</li> </ul> |
| Week 2: | <b>Understanding how to set High Academic Expectations in the Classroom:</b><br><i>Identifying and understanding different techniques to help set high, but realistic expectations for all students' academic achievement.</i> | <ul style="list-style-type: none"> <li>Required Reading:               <ul style="list-style-type: none"> <li>“Teach Like a Champion” - Chapter 12</li> <li>Student Scenario #2</li> </ul> </li> <li>Strategy Discussion #2</li> <li>Reflection #2</li> </ul>   |

| Week    | Topic   | Tasks  |
|---------|---|--|
| Week 3: | <p><b>How Educators can Plan for Successful Classroom Management and Instruction:</b><br/> <i>How to backward map your lessons and curriculum while emphasizing the 4 Ms and utilizing a double plan to ensure not only are your lessons soundly structured, but each minute of the class is being utilized effectively.</i></p>  | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Teach Like a Champion” - Chapter 4</li> <li>○ Student Scenario #3</li> </ul> </li> <li>● Strategy Discussion #3</li> <li>● Reflection #3</li> </ul>   |
| Week 4: | <p><b>Creating an Effective Lesson Plan:</b><br/> <i>Learn how to structure a lesson, beginning to end, in order to ensure all aspects of the lesson build upon student learning while providing a variety of learning opportunities for diverse learners.</i></p>  | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Teach Like a Champion” - Chapter 2 <u>and</u> Chapter 3</li> <li>○ Student Scenario #4</li> </ul> </li> <li>● Strategy Discussion #4</li> <li>● Reflection #4</li> </ul>  |
| Week 5: | <p><b>Working Against the Clock - Ensuring Lesson Pacing is Effective:</b><br/> <i>Figure out how to ensure that every minute of the class is being utilized and providing impactful learning opportunities for students while managing a variety of pacing, both fast or slow, between activity shifts.</i></p>  | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Teach Like a Champion” - Chapter 6</li> <li>○ Student Scenario #5</li> </ul> </li> <li>● Strategy Discussion #5</li> <li>● Reflection #5</li> <li>● Scenario Application Paper #1</li> </ul>  |
| Week 6: | <p><b>Behavior Management and Discipline as part of Classroom Management:</b><br/> <i>Understanding how behavior impacts classroom management, addressing these behaviors effectively and implementing assertive but positive classroom discipline while providing logical consequences.</i></p>  | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Effective Classroom Management” - Part 1: Chapters 1 - 5</li> <li>○ “Teach Like a Champion” - Chapter 11</li> <li>○ Student Scenario #6</li> </ul> </li> <li>● Strategy Discussion #6</li> <li>● Reflection #6</li> </ul>                                     |
| Week 7: | <p><b>Developing a System for Classroom Management by Utilizing Dignified Discipline:</b><br/> <i>Learning how to develop a system of rules and discipline that emphasizes restorative justice rather than punitive punishment to ensure students and educators are not stressed during the discipline process and can take each negative interaction as a learning experience.</i></p> | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Effective Classroom Management” - Part 2: Chapter 6 <u>and</u> Chapter 9</li> <li>○ “Teach Like a Champion” - Chapter 7 <u>and</u> Chapter 9</li> <li>○ Student Scenario #7</li> </ul> </li> <li>● Strategy Discussion #7</li> <li>● Reflection #7</li> </ul> |
| Week 8: | <p><b>Managing Behavior and Instruction to ensure Effective Management in the Classroom:</b><br/> <i>Ensuring discipline, conflict resolution and peer mediation to develop an effective balance between behavior management and instruction.</i></p>   | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Effective Classroom Management” - Part 3: Chapters 10 - 13</li> <li>○ Student Scenario #8</li> </ul> </li> <li>● Strategy Discussion #8</li> <li>● Reflection #8</li> <li>● Academic Lesson Plan Project</li> </ul>   |

| Week     | Topic   | Tasks   |
|----------|---|---|
| Week 9:  | <b>Building a Classroom Community:</b><br><i>How to develop classroom organization and a management program in order to identify which best-practices would work best to help create your own classroom management system.</i>  | <ul style="list-style-type: none"> <li>● Required Reading: <ul style="list-style-type: none"> <li>○ “Effective Classroom Management” - Part 2: Chapters 7 - 8 <b>and</b> Part 4: Chapters 14 - 15</li> <li>○ Student Scenario #9</li> </ul> </li> <li>● Strategy Discussion #9</li> <li>● Reflection #9</li> <li>● Scenario Application Paper #2</li> </ul> |
| Week 10: | <b>Reflecting on Your Classroom Management Philosophy and Learned Strategies:</b><br><i>Reflecting on your Classroom Management Philosophy Paper, making the final revisions in order to learn and apply your own identified best-practices in real world situations.</i> | <ul style="list-style-type: none"> <li>● Classroom Management Philosophy Paper</li> <li>● Classroom Management and Behavior Digital Portfolio</li> <li>● Final Course Reflection</li> </ul>   |

\*\*\*Schedule may be subject to change based on the dynamics of current events.

### Student Responsibilities

- It is important for you to purchase the textbooks and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

### Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; d) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

### Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

### One-on-One Tutoring

Kōkua ‘Ike: Center for Student Learning offers drop-in tutoring for a wide range of classes and no appointment is needed! Tutoring is offered on a first come first serve basis and free to all Chaminade Students. You can also make an appointment: <https://chaminade.edu/advising/kokua-ike/>  
Email: [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu)

## **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

## **Academic Conduct Policy**

From the Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

## **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations to Kokua Ike: Center for Student Learning by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. If you would like to determine if you meet the criteria for accommodations, contact [ada@chaminade.edu](mailto:ada@chaminade.edu).

**Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

**1. Excused Absences.**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

**2. Unexcused Absences.**

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.