MED Certification
Creating & Managing the Learning Environment
EDU 514-420, CRN 60570
Warrior Hall Room 316
Monday Tuesday, Wednesday, Thursday and Friday:
2:00 p.m.-4:30 p.m.
2nd Summer Session, July 10 Aug 4, 2017

Instructor:                   Dr. Stephen Anderson
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Warrior Hall
Killeen, TX   76549
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Office:      Warrior Hall, Room 322N
Office Hours:  Appointment times available upon request
You may call me or email me or stop by my office anytime

Class Meeting:  Mon, Tues., Wed. Thur., Friday. 8:00 a.m.-10:30 a.m., Warrior Hall, Room 316

1.0 Course Overview and Description:  An examination of students and teachers in learner centered schools. Topics will include brain-based learning, cooperative learning, learning styles, strengths of diverse learners, formal and informal assessment and learner centered instruction.

Mode of Instruction & Course Access
This course is a hybrid course and uses TAMUCT Blackboard Learn system (http://tamuct.blackboard.com) as a supplement to the face-to-face learning opportunities. You need use the Blackboard username and password communicated to you separately to login to this system.

Universal Design of Instruction (UDI) The Curriculum and Instruction Department will begin implementing the use of Universal Design of Instruction for all of its courses in the spring of 2016. According to the Center for Universal Design (CUD) Universal Design is defined thusly: Universal Design principles can be applied to many products and environments. Using the CUD format, UDI can be defined as the design of instruction of products and environments to be usable by all students, to the greatest extent possible, without the need for adaptation or specialized design. Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, action and expression, and engagement (called Universal Design for Learning by the Center for Applied Special Technology (CAST), www.cast.org [2]).

UNILERT
Emergency Warning System for Texas A & M University Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at http://TAMUCT.org/UNILERT

2.0 Course Objective
Upon completion of this course students will understand and be able to implement cooperative learning and multiple intelligences in their classrooms. They will be able to create a brain friendly classroom.

2.1 Student Learning Outcomes.

By the end of this course students will be able to:
- create mind maps;
- understand how to manage a classroom;
- write lesson plan objectives;
- implement practice teaching using lesson plans;
- integrate learning styles in lesson plans;
- integrate multiple intelligences in lesson plans;
- implement brain friendly learning in their classrooms;
- know how to implement Kagan cooperative learning.

2.2 Student Learning Outcomes for Technology

Content and assignments for this course reflect the use of technology-related terms, concepts, and data input strategies, and ethical practices to make informed decisions about current technologies and their applications. (Practice teaching with lesson plans)
- Identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information. (Practice teaching with lesson plans).
- Use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations. (Micro-teaching)
- Communicate information in different formats and for diverse audiences. (Micro-teaching)
- Understand how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum. (Learning Goals, Micro-teaching)

2.3 Competency Goals Statements: EDU 330 prepares students to demonstrate mastery of the following competencies of the TExES:

Domain I – Designing Instruction and Assessment to Promote Student Learning

- Competency 001 – The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
- Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
- Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II – Creating a Positive, Productive Classroom Environment

- Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
- Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
Domain III – Implementing Effective, Responsive Instruction and Assessment
Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students
Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV – Fulfilling Professional Roles and Responsibilities
Competency 13 – The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

3.0 Required Reading & Textbooks:


A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

4.0 Course requirements:

**Information Specific to Course:**

**Attendance Policy:**

Class discussions and participation are keys to becoming professional educators; therefore class attendance is vital to your success. Students who miss 10% of their classes (more than 3) will have their grade lowered one letter. If students miss more than 6 absences they will lose credit for the course.

**Late Work:**

You must turn your work in by 6:00 pm on the day for which it is due. After the due date you will lose 10% per day.

**Student Help & Technical Support:** For technological or computer issues, students should contact the TAMU-CT Blackboard Support Services 24 hours a day, 7 days a week:

Online chat (through the support portal at: http://www.ct.tamus.edu/bbsupport
Phone: (855)-661-7965

For issues related to course content and requirements, contact your instructor.
This course will use the new TAMU-CT Blackboard Learn learning management system for class
communications, content distribution, and assessments.
Logon to http://tamuct.blackboard.com to access the course.

Username: Your Tarleton email address (the complete email address, e.g. john.doe@go.tarleton.edu)
Initial password: Your DuckTrax ID (UID)

For this course, you will need reliable and frequent access to a computer and to the Internet. You will
also need a headset with a microphone or speakers and a microphone to be able to listen to online
resources and conduct other activities in the course.
Blackboard supports the most common operating systems:
PC: Windows 7, Windows XP, Windows Vista, Windows 2000,
Mac: Mac OS 10.6 “Snow Leopard®”, Mac OS 10.5 “Leopard®”, Mac OS 10.4 “Tiger®”

Check browser and computer compatibility by following the “Browser Check” link on the TAMU-
CTBlackboard logon page. (http://tamuct.blackboard.com) This is a CRITICAL step as these settings
are important for when you take an exam or submit an assignment.

Computer Usage Policy: The University reserves the right to limit, restrict or deny access to its
technology resources, as well as to take disciplinary and/or legal action against anyone in violation of
these regulations or applicable law. Use the following link to view the acceptable computer use policy:
http://www.tarleton.edu/~helpdesk/network/acceptable_use.html

Specific Assignments:

My Tutor and More Teaching Materials. Students will create Group Teaching Materials for My Tutor
and More. A Rubric will be provided (30 Pts.).

My Tutor and More Teaching. Students will be evaluated on their Teaching. A rubric will be provided (30
Pts.)

Learning Styles (LS) Lesson Plan Using the rubric provided, students will create a content lesson plan
incorporating the learning styles based on the handout. (10 Pts.).

Multiple Intelligences (MIs) Lesson Plan. Using the rubric provided, students will create a lesson plan
incorporating the 8 MIs provided in the handout. (10 Pts.).

Final Exam. There will be a 20 multiple choice question final exam. A review will be provided. (10 Pts).

Professional Grade. This includes the following: Attendance: Absences and being tardy. Appropriate
behavior in Class. Active and meaningful participation. Assignments turned in on time. Papers typed
following instructions (10 Pts.).

Professional Standards for the Department of Curriculum and Instruction
Communication
• Communicate appropriately and effectively with colleagues, supervisors, students, parents and
members of the community. Uses good oral and written communication skills
Collaboration
- Work collaboratively with colleagues, mentors, and supervisors to achieve the local, state, and national goals of education. Shows courtesy to peers, public school students and teachers, and the professor.

Commitment
- Demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education. Show enthusiasm in class for learning and the educational process.
- Be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development. (Details above).

Professional Development
- Assume responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth. Accepts constructive feedback and demonstrates a willingness to make improvements in attitude and performance if needed.

Ethical Conduct
- Uphold the Code of Ethics for Texas Educators and abide by local, state, and federal rules, regulations, and policies.
- Demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents, and members of the community. Exhibit honesty and personal integrity. Violations of ethics will result in failure of this course.

Assignments and projects are 100 Pts.

*ALL assignments must be completed in a timely fashion to get credit for this course.

5.0 Grading Criteria:
- A---93 to 100
- B---80 to 89
- C---70 to 79
- D---60 to 69
- F---0 to 59

6.0 Complete Course Calendar:

<table>
<thead>
<tr>
<th>Week Of</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 17-21</td>
<td>Students Teach at My Tutor and More.</td>
<td>Teaching Evaluations (30 Pts.).</td>
</tr>
<tr>
<td>July 24-28</td>
<td>Students Teach at My Tutor and More</td>
<td>Teaching Evaluations (30 Pts.).</td>
</tr>
</tbody>
</table>

The instructor reserves the right to change the schedule due to emerging needs identified within the class.
7.0 Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

8.0 Academic Integrity

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at http://www.tamuct.edu/departments/studentconduct/facultyresources.php.

9.0 Disability Support Services

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in their courses. Please contact Vanessa Snyder at (254) 501-5836 or visit Founder's Hall 114. Additional information can be found at http://www.tamuct.edu/departments/disabilitysupport/index.php.

10.0 Smart Thinking (Tutoring)

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Founder's Hall, Room 204, and also in the Library in the North Building. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing cecilia.morales@ct.tamus.edu.

11.0 Library Services
Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at:

Information literacy focuses on research skills, which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at:

12.0 Instructor Policies

I will try and return assessments as soon as possible (By 1 day)
I am available for email or telephone most anytime.
Email is a good way to contact me. I check it every day

Students are expected to turn in assignments the day they are due by 12:00 am at the latest.

All written components for assignments (summaries, transparencies, etc.) must be generated with computer technology such as word processing or desktop publishing. All assignments should be edited for correct punctuation, spelling, and grammar. Failure to demonstrate the ability to communicate effectively may result in lowering the final grade. The standard of our discipline is APA 6th edition.
Assignments are due at the beginning of the class period in which they are due. Late work is not acceptable and will result in the loss of professionalism points AND a minimum reduction of 10% of the available points per day before grading. The work will be dated as of the date/time it is received by the instructor.

Regular attendance, promptness, preparedness, and participation are essential to success in this class. It is your responsibility to request handouts, etc. when you miss class. Contact me by e-mail (or writing) prior to an anticipated absence or immediately after an emergency.

13.0 Instructor Background, Policies, and Feelings about the Course

Background
Stephen Anderson received his Doctor of Philosophy degree from the University of Texas at Austin. He taught high school Social Studies for 15 years in Georgetown, Texas. He taught for 9 years in the College of Education at Tarleton State University-Central Texas, Killeen, Texas and for 4 years in the College of Education at Zayed University, Dubai, United Arab Emirates. He begins teaching in the fall of 2012 in the Department of Education at TAMU-CT

You are expected to demonstrate professionalism in all interactions with public school personnel. This includes conferring with teachers, being prepared to teach, being punctual, and exhibiting a professional appearance and demeanor. Professionalism is an important component of this program. Your demonstrated ability to accept feedback and make improvements in your performance, to engage fully in the processes required in the learning tasks, and to prepare quality products and responses to all tasks is critical. Problems in this area will result in significant reduction in the final grade.
Criminal History Check: The field experience component of this class is an integral part of our clinical program. If for any reason the field experiences cannot be completed, the student will not receive credit for the course.

This syllabus is an overview of the course, a description of the learning tasks, an explanation of university policy, and a tentative calendar. The professor reserves the right to amend the syllabus during the term.

Philosophy of Education

I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible student teachers must be built up and given teaching that enhances self-esteem to prepare them for the classroom. Understanding, understanding should be taught so students will know what it means to understand.

My personal philosophy is contained in the following saying:
Good Manners and Soft Words Have Brought Many a Difficult Thing to Pass