



CIVICUS Learning, Inc.

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Description of Services:

CIVICUS Learning, Inc., AngerEducation.com courses take a basic educational approach to understanding behaviors as a result of feelings of anger. Five fundamental themes are covered; Communication, Feelings, Behavior, Motivation, and Choices. Each theme presents three concepts with relevant reading followed by vocabulary reviews, multiple choice, and fill in the blank study questions. There is a response to literature task for each chapter resulting in a total of fifteen responses with between 250-500 words. A certificate of completion is available for students when they pass the final review with an 80% or better score. Instructional materials are aligned with the TEKS for English Language Arts and Reading; 7,8,9,10 grades. When a student signs up for the course they indicate which TEKS is currently being addressed in their academic program. Parents and Language Arts teachers are able to give input as an invested third party. The 'student/parent/teacher identified' skill (s) is (are) used for the "Response to Literature" essays. This method of using and integrating skills into supplemental coursework facilitates collaboration and lends to program coordination between the online anger education course and the students' school program. It is an opportunity for student reinforcement in the targeted TEKS outside of the classroom environment.

Description of Instructor Qualifications:

CIVICUS Learning, Inc. personnel providing Internet facilitation/mentoring services with youth will be asked to provide a Teaching Credential, a PPS credential, or proof of enrollment in an accredited master level University teacher credentialing program or in a PPS credentialing program. Individuals with a four-year bachelors degree or those working in an instructional aide role within a given school district will also be considered. Official unopened transcripts from all colleges or universities are required. All potential personnel must complete the Livescan fingerprinting process and clearance must be received before a candidate can work with students. All potential personnel must undergo a drug and TB screen qualifying the individual for service performance at the county level. If an individual has had a TB test within the past year (1) year, and can provide proof of such test, CIVICUS Learning, Inc. will forego this requirement. CIVICUS Learning, Inc. will work with individual counties and school districts to ensure that the CIVICUS service team meets all requirements of that entity. A goal of CIVICUS Learning, Inc. is to locate and hire facilitator/tutors that are community based and have a vested interest in educating the youth within their community. The number of facilitator/mentors is dependant upon the number of students served through the contract.

Description of Evidence of Effectiveness:

The effectiveness of CIVICUS Learning, Inc., AngerEducation.com courses in increasing student academic performance is directly related to, and a result of, the research that supports its development. Bloom's Taxonomy Theory of Learning is at the core of the courses structural delivery model. The premise of the theory is that if a student has the knowledge, comprehension, and theoretical application of a concept, then they are better able to apply that understanding in a real application. These three taxonomies are reinforced throughout every chapter and review in the course. Further, the more advanced taxonomies of analysis, synthesis, and evaluation within a theoretical context are evidenced in the response to literature templates. Bloom's Taxonomy Theory of Learning is also at the core of the course content design. The goal of the course content is to assist in improving student awareness, understanding, and theoretical application of basic social skills development through exposure to content specific vocabulary, definitions, and positive examples of using the words and their meaning in a theoretical application. This method engages students in relevant, effective written communication. Research shows that there is a direct correlation between academic performance and social skills functioning. The empirical evidence is comprehensive in identifying both academic and social variables as contributors to student's success in school settings.