AEP 672(g), Readings in Education: **EMOTIONAL INTELLIGENCE**
(Graduate Version)

Professor:	Dr. Donna Rice
Email:	drdonnausa@gmail.com
Phone:	757.871.1336
COURSE CREDIT:	3 graduate credits
DATES/TIMES:	8 weeks online, 6 hours per week; or 16 weeks online, 3 hours per week

COURSE DESCRIPTION:

The purpose of this seminar/webinar delivered course is to develop new knowledge and applications of innovative teaching and learning assessment strategies, which significantly increase student performance. Participants will learn to analyze the Personal Skills Map assessment instrument as a tool for individual personal growth and develop a personal profile or "map" of eleven personal and life skills. Students will review instances of emotional intelligence in peer-reviewed journals and compare and contrast the findings, experiential understanding, and outcomes with what they learned in the seminar. They will discuss the implications for their environment and objectives and improvements that could be made if other organizations adopted the concepts they learned

Emotional Intelligence is a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways. Emotional skills are primary factors of motivation and the gateway to lifelong learning and high levels of achievement. Research worldwide indicates that emotional intelligence skills are essential to all learning. This intensive course will introduce educators, trainers, and managers to the concepts of emotional intelligence to enable their students/employees to acquire new information more rapidly and with less stress. Participants will receive instruction and practice in creating a carefully orchestrated, highly positive learning environment for making individual performance in any subject area more rapid, more effective, and more enjoyable.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
1. Create a classroom or office atmosphere and culture that values diversity and a positive climate to tap the emotional intelligence talents of each individual.
2. Interpret Personal Skills Map results and engage in and employ assessments in classrooms, schools, and/or work environments
3. Compare and contrast learning/work environments and redesign them to improve achievement or productivity.
4. Analyze and evaluate research findings with seminar strategies and discuss implications for classroom or work environments.

REQUIRED WEBINAR: Students must participate in a Conover webinar at a cost of $75 by enrolling as a FHSU student / JROTC instructor at this link: https://conoveru.com/shop/

OPTIONAL TEXT:
Nelson, D. & Low, Gary, (2010). *Emotional Intelligence: Achieving Academic and Career Excellence.* ISBN-10: 0135022991 | ISBN-13: 978-0135022993 | (2nd Ed.). Prentice Hall (*Edition 1 is also permitted: Both are available for purchase at Amazon.com or Barnes and Noble.com*).

REQUIRED ARTICLES:
Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011. The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405–432. doi: 10.1111/j.1467-8624.2010.01564.x . Retrieved from http://casel.org/wp-content/uploads/Meta-Analysis-Child-Development-Full-Article1.pdf)

How Tough Kids Can Make Us Better Teachers. (2013, January). *Edutopia*. Retrieved from http://www.edutopia.org/blog/touch-kids-make-better-teachers-allen-mendler

Bradberry, T. (December, 2012). Six Toxic Beliefs that Will Ruin Our Careers. *Talentsmart*. Retrieved from http://www.talentsmart.com/articles/Six-Toxic-Beliefs-That-Will-Ruin-Your-Career-56144305-p-1.html

FORT HAYS STATE UNIVERSITY MISSION STATEMENT:
Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

**COLLEGE OF EDUCATION AND TECHNOLOGY MISSION STATEMENT:**
Education professionals prepared in the College of Education and Technology at Fort Hays State University will have the technological, pedagogical and content knowledge, skills, and dispositions to lead, model, teach and collaborate in diverse settings.
(For Steering Committee approval, September 2012)

CURRENT MISSION:
Professional educators prepared at Fort Hays State University will have the knowledge, skills, and disposition to ensure excellence in teaching while actively investing in their own professional development.

DEPARTMENT MISSION STATEMENT:
The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interaction among innovative technologies, relevant content, diversity and best practices.
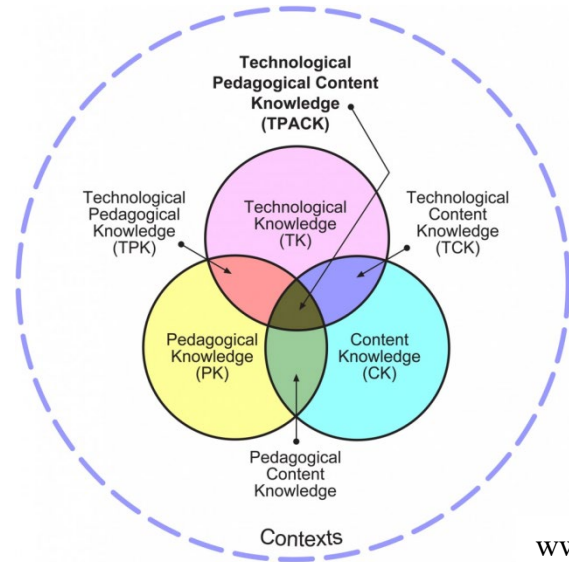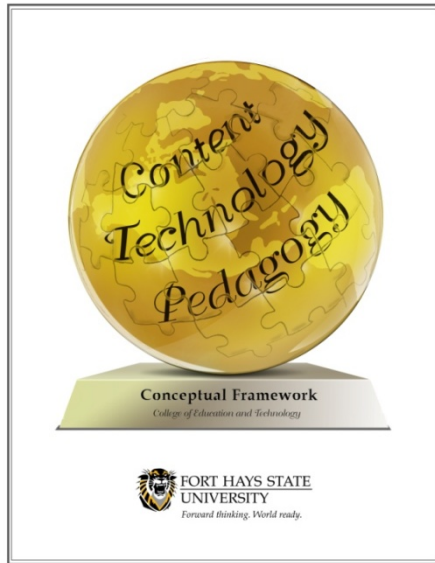
www.tpck.org

The Conceptual Framework for Professional Educators at FHSU

Technological Pedagogical and Content Knowledge (TPACK)
TPACK 1 – Candidates integrate current and emerging digital tools to collect, analyze, and present information.
TPACK 2 – Candidates demonstrate proficiency in oral and written communication skills.
TPACK 3 – Candidates select, design, administer, and interpret a variety of appropriate assessments.
TPACK 4 – Candidates incorporate theories and research to design and implement effective learning environments for all students.
Technological Knowledge (TK)
TK 1 – Candidates model and teach safe, legal, and ethical use of digital information and technology.
Technological Content Knowledge (TCK)
TCK 1 – Candidates design/facilitate diverse learning activities that incorporate digital tools and resources.
Content Knowledge (CK)
CK 1 – Candidates design/facilitate lessons/opportunities that reflect subject content and academic knowledge.
CK 2 – Candidates design/facilitate and implement interdisciplinary units of study.
Pedagogical Content Knowledge (PCK)
PCK 1 – Candidates make/facilitate curricular decisions based on data.
PCK 2 – Candidates collaborate with other professionals to identify and design strategies and interventions to ensure student/teacher learning.
PCK 3 – Candidates design/facilitate and adapt lessons/opportunities to meet the diverse needs of all students.
PCK 4 – Candidates reflect on their practice and make necessary adjustments based on data to develop effective learning opportunities for all students and teachers.
Pedagogical Knowledge (PK)
PK 1 – Candidates model the dispositions expected of professional educators as identified in state and institutional standards.
PK 2 – Candidates engage in and reflect on professional learning opportunities.
Technological Pedagogical Knowledge (TPK)
TPK 1 – Candidates communicate and collaborate using digital tools.

Disposition Statement: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn. (NCATE definition, 2001)

Definition for **DIVERSITY**: Differences among groups of people and individuals based on culture, ethnicity, race, socioeconomic status, gender, exceptionalities, language, migrant status, religion, sexual orientation, and geographical area.

DIVERSITY FIELD PLACEMENT definition: The FHSU COET definition of a diverse placement for students includes practicums, clinicals, internships, student teaching experiences, and course assignments. These experiences provide the candidate with the opportunity to interact with P-12 students in environments where the following indicators of diversity are present: 20% of the student population is economically disadvantaged (on free or reduced lunch), 5% of the student population has identified disabilities (are on IEPs), or 5% of the student population is non-white (self-reporting of student or parent).

DIVERSITY PROFICIENCIES:
1. Recognizes and explains the nature of diversity in the community to inform instruction.
2. Understands and can articulate characteristics and attributes of student populations which contribute to commonality and differences.
3. Recognizes and applies appropriate educational options for all students.
4. Understands and applies results of assessment data for educational placement and accommodations.
5. Utilizes appropriate technology to gather and disseminate information.
6. Reflects on diversity experiences from a variety of perspectives (emotional, informational, and developmental) for diagnostic purposes and self-growth.

SOCIAL MEDIA GUIDELINES FOR STUDENTS:
All social media sites created for instruction and communication purposes by Advanced Education Programs faculty will be set up as *secret* or private.

Site purpose
The purpose of the site will be stated by your instructor. It is in line with Advanced Education Program's mission to help prepare 21ˢᵗ Century learners and provide them content and pedagogical knowledge online via innovative technology. A general guideline will be: *This site is to be used exclusively for the purpose of responding to class discussions, assignment submission, uploading videos, and asking questions regarding course work. Your instructor has the right to remove any comments, discussions, questions, etc. that are not consistent with the stated purpose of this site.*

Know copyright laws
Always use a URL link when posting videos, full articles, etc. In other words, if you embed them on the site, be sure to provide sources and/or permissions.

Be accurate
Always provide clear and consistent information based on research and fact.

Be respectful
It's okay to disagree, but be polite and constructive in your manner.
No defamatory or harmful information about any individual—including students, colleagues, faculty, or administrators will be tolerated. All such content will be not be tolerated and may result in removal of the violator from the social media site at the discretion of the instructor.

Remember--Anything that's not appropriate for the classroom or the evening news is not appropriate online.

Students Who Do Not Want to Participate
Students who may not want to participate for various reasons are encouraged to discuss concerns with your instructor.

Be transparent
Note that any opinions expressed are your own, and communicate in a professional and appropriate manner. Your instructor will likewise follow these guidelines: *Anything that the instructor says is strictly his/her opinion and is not speaking on behalf of FHSU.*

Safeguard others' privacy
When telling stories about real students and classroom, school, and district challenges, *don't* identify the location, names, job titles or any other personal information protected by state and federal privacy laws.

Adhere to the Golden Rule of Social Media: *Post about others as you would have them post about you.*

COURSE REQUIREMENTS:

Each student enrolled will complete a nationally recognized instructor seminar/webinar. Successful completion of the seminar/webinar, reading requirements, and assignments will enable students to maximize their application of concepts presented.

Attendance, Preparation, and Participation:
Like the instructor, students are expected to achieve course standards/requirements on time and thoroughly prepared, meaning all assigned reading has been completed and questions on the webinar board have been thoroughly reviewed; concepts, definitions, examples, and procedures presented in the text and course are understood well enough to be discussed; individual or group assignments have been prepared; and the student is ready to engage in classroom activities.

Technology Competencies:
It is expected that candidates begin our program with basic computing skills that include using Microsoft Word to write papers, accessing online research databases, and corresponding by email. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources is a plus; those who do not already have a working knowledge of their use will develop it over the course of their program.

As appropriate, asynchronous online participation is vital for acquiring the knowledge necessary to meet the course objectives. Additionally, students' presence and participation contribute to an interchange of ideas and experiences that benefit everyone. The instructor reserves the right to reduce a student's grade for consistent lack of participation or timeliness of projects.

Graded Assignments:

1. Compare And Contrast Paper –
   Students will define the expectations they have for the use of this seminar experience in their work environment. They will redesign their school or work environment to implement the concepts they have learned. Students will describe the difference between what the prior environment lacked and how the course concepts they have integrated into their redesign will improve learning and/or performance. (5-7 pages)

2. Application Paper –
   Each student will complete the following: conduct research on working with Emotional Intelligence based theories. Using the three required articles and at least two others from peer-reviewed journals, analyze the findings, experiential understanding, and the outcomes with course concepts learned. Evaluate the implications for the school/work environment and objectives and improvements that could be made by implementing the concepts learned. (6-8 pages)

3. Student Produced Electronic Learning Journal –
   This course requires completion of either a
       a) Seminar-delivered educational experience, or a
       b) Webinar-based, online learning experience (*Conover Company produced*).
   Either experience will require a student produced electronic learning journal.

4. Final Exam – 50 questions
   Successful completion of an end of session online multiple choice final consisting of 50 multiple choice randomly selected questions from a multiple question based portfolio that has each participant taking his or her own individual version of an exam. Students must scan and submit by email to their FHSU instructor proof of a successful final exam score of greater than 70%, in the form of a ***Conover Completion Certificate***.

Required Documents:

Conover Completion Certificate: Emotional Intelligence

Return your ***student writing assignments, electronic learning journal,*** and online computer produced ***Conover Completion Certificate*** by email to your assigned instructor.

GRADE DISTRIBUTION AND SCALE:

EVALUATION CRITERIA:

A   100 - 93 = Demonstrates a thorough understanding of course concepts and principles and provides insight into the inter-relatedness of the information. There is clear, convincing, and consistent evidence that the student demonstrates achievement. The evidence is comprehensive, thoughtful, and integrated.

B   85 – 92 = Displays a complete and accurate understanding of course concepts and principles. There is clear evidence that the student knows what to do, and does it. The evidence is specific and reasonable. However, at times the evidence may be somewhat uneven, with specific features addressed more effectively than others.

C   76 – 84 = Displays an incomplete understanding of course concepts and principles and have some notable misconceptions. There is limited evidence that the student knows what to do, how to do it, or when to do it.

D   67 – 75 = Demonstrates severe misconceptions about course concepts and principles. Student does not have a grasp of information; student cannot answer questions about the subject matter presented. There is little or no evidence that the candidate has demonstrated achievement.

CLASS SCHEDULE:

Seminar and/or asynchronous online managed content webinar (*Conover Company produced*)

Lesson 1 – Definition of Emotional Intelligence

Lesson 2 – Why EQ?

Lesson 3 – Winning Colors and The Personal Skills Map
- Assignment 1 – Complete the Winning Colors Behavior Identification Process and the Personal Skills Map
- Describe your experience going through the Winning Colors and the Personal Skills Map. Explain how this program can be integrated into your work environment.

Lesson 4 – Change Your Thinking
- Assignment 2 – Complete an entire Profile
- What was your experience going through a Profile? Why would it be important to break down certain skills into specific Profiles?

Lesson 5 – Improving Emotional Intelligence
- Assignment 3 – Skill Enhancements
- This assessment drives the instruction. How would you assign skill enhancements in your setting with your users?

Lesson 6 – Personal Skills Map Application
- Summarize your work throughout the course. Define your expectations for use of this course in your work environment.

Final Exam