

AEP 672, Readings in Education: Personal Responsibility
(Undergraduate Version)

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COURSE CREDIT: 3 undergraduate credits

DATES & TIMES: 8 weeks online, 6 hours per week; or
16 weeks online, 3 hours per week

PREREQUISITES: None

COURSE DESCRIPTION:

The purpose of this seminar/webinar delivered course is to enhance development of a student's goal achievement and personal responsibility skills. Emotionally intelligent teachers or trainers will be able to model as well as talk about the thoughts and behaviors most important to a person's goal and academic achievement and personal well-being. The skills learned in this course provide a research derived and validated approach to help learners identify, understand, and develop specific behaviors related to critical thinking skills.

This seminar/webinar uses the Personal Responsibility Map as a starting point for individual and group focused interventions emphasizing experiential and skill-based learning experiences to improve learner achievement and personal effectiveness. This model encourages self-awareness, self-understanding, and positive personal change within the context of a supportive relationship. The Personal Responsibility Map measures the following areas: goal setting, self-efficacy, values congruence, achievement drive, supportive environment, self-esteem, self-management, problem-solving, and resiliency.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Identify three specific intervention strategies to improve goal setting and implement self-management skills.
2. Design a plan for improvement for a student or employee using three intervention strategies.
3. Explain why most people do not set goals and how setting goals can lead to unlocking potential, overcoming barriers, and achieving those goals.

4. Utilize seminar skill enhancements to improve self-management skills and to set, align, and achieve goals in a work setting.

REQUIRED WEBINAR: Students must participate in a Conover webinar, at a cost of \$75, by enrolling at this link: <https://conoveru.com/shop/> This is the only additional charge for this course and is paid directly to the Conover Company.

REQUIRED TEXTS: *(provided by Conover in conjunction with the webinar)*

OPTIONAL TEXTS:

Tracy, B. (2010). *Goals*. San Francisco: Berrett- Koehler Publishers, Inc. ISBN: 978-1-0509-411-3 Paperback *(Available through Amazon or Barnes and Noble; or ebook available through CourseSmart)*.

Savage, T. V. (2010). *Successful Classroom Management and Discipline: teaching self-control and responsibility* (3rd ed.). Thousand Oaks, CA: Sage Publications *(Available at CourseSmart.com)*

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. Post-Seminar Reflection Paper –

Write a journal-based reflection paper on the seminar/webinar outcomes. Relate the learning in this seminar experience to a work environment. Discuss at least three different ways goal setting and self-management can be used for success and design a plan for an employee or student who needs improvement. (3-5 pages)

2. Application Paper –
Good self-management strategies can be implemented to unlock potential, overcome barriers, and achieve goals. Apply the use of skill enhancements; self-management skills; and to set, align, and achieve goals in a work setting. (4-6 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*)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: Personal Responsibility

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

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Post-Seminar Reflection Paper	35 points
Application Paper	45 points
Student Produced Learning Journal	10 points
Conover Completion Certificate	10 points

Grade Scale:

93-100%	A
85-92%	B
78-84%	C
70-77%	D
69% & below	F

COURSE SCHEDULE:

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

Lesson 1 – Introduction to Personal Responsibility

Lesson 2 – How Personal Responsibility Works

- Assignment 1 – Complete the Personal Responsibility Map
- Describe your experience going through the Personal Responsibility Map. Explain how this instrument can be used to help make you aware of your Personal Responsibility

Lesson 3 – Skills Enhancements

- Assignment 2 – Complete Skill Enhancements
- How can these skill enhancements improve success? Why is it important to individualize the learning experience?

Lesson 4 – Personal Responsibility Research

- Assignment 3 – Getting Familiar with the PRM Research
- This assessment drives the instruction. How can you incorporate this research into your setting with your users?

Final Exam