Please complete this form and attach a copy of the syllabus for new courses. Complete the Coordination Form on page 2 if changes in this course will affect other units. If no other units are affected, simply indicate “None” on the form. After approval by the appropriate GSE program faculty and GSE Program Development and Evaluation Team (PDET), the Associate Dean for Outreach and Program Development will forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures will be brought to the Graduate Council Meeting.

Please indicate:  

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Local Unit: **Graduate School of Education**  
Graduate Council Approval Date: 

Course Abbreviation: **EDCE**  
Course Number: **602**

Full Course Title: **Comprehensive Character Education Frameworks**

Abbreviated Course Title (24 characters max.): **Comp Char Ed Frameworks**

Credit hours: **3**  
Program of Record: **M.Ed.**

Repeatable for Credit?  

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<td>Up to ___ hours</td>
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<tr>
<td><strong>x</strong> T=Yes, within the same term</td>
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Catalog Credit Format: **3 : 3 : 0**  
Course Level: **GF(500-600)**  

Maximum Enrollment: **20**  
For NEW courses, first term to be offered: **Spring 2005**

Prerequisite or corequisite: **Admission to the character education program.**

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses:  

*Analyzes comprehensive character education frameworks that have emerged from research and practice that lead to the examination of the components of frameworks and the application of framework components to character education initiatives.*

For MODIFIED or DELETED courses as appropriate:  

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Description of modification:

**APPROVAL SIGNATURES:**

Submitted by:  

<table>
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<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Mary M. Williams</td>
<td><a href="mailto:mwilliat@gmu.edu">mwilliat@gmu.edu</a></td>
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Department/Program:  

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College Committee:  

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<th>Name</th>
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<td>Joan Isenberg</td>
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Graduate Council Representative:  

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GEORGE MASON UNIVERSITY  
Course Coordination Form  
Graduate School of Education

**EDCE 602 Comprehensive Character Education Frameworks**

**Approval from other units: None**

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval. Submit a signed form or attach a copy of the email approval.

<table>
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<th>Unit:</th>
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Graduate Council approval: ________________________________ Date: ____________

Graduate Council representative: ________________________________ Date: ____________

Provost Office representative: ________________________________ Date: ____________
Instructor: Professors Mary Williams; David Anderson; or Tony Devine
Office Hours:* announced in class
Telephone: Prof. Williams 703-993-2133; Anderson 703-993-3698; Devine 212-944-7466
*Virtual office (24hrs) e-mail: mwilliat@gmu.edu or danderso@gmu.edu or devinet@snet.net

COURSE DESCRIPTION
Prerequisite or corequisite: Admission to the character education program

Analysis of comprehensive character education frameworks that have emerged from research and practice will lead to the examination of the components of frameworks and the application of framework components to character education initiatives.

STUDENT OUTCOMES
At the end of this course students will be able to:

1. conduct a comparative analysis of comprehensive frameworks that support character education in schools and society to demonstrate their understanding of how character education fits into the larger school reform movement.
2. analyze a case study that requires creation of a character education program to demonstrate their ability at application of theory to practice related to comprehensive character education frameworks.
3. apply a comprehensive framework to a school-wide character education program which demonstrates their personal perspective on character education and ability to form partnerships with parents, businesses, and community groups.

RELATIONSHIP TO PROGRAM GOALS
The goal of the program is to prepare educators to be character education resource specialists at the school, district, and state levels. EDCE 602 is the first of five character education specialization courses. EDCE 602 is aligned with the NBPTS five core propositions, which provide the guiding principles for what teachers should know and be able to do:

I. Teachers are committed to students and their learning.
II. Teachers know the subject they teach and how to teach those subjects to students.
III. Teachers are responsible for managing and monitoring student learning.
IV. Teachers think systematically about their practice and learn from experience.
V. Teachers are members of learning communities.

EDCE 602 provides an in-depth analysis of comprehensive character education frameworks, including: implementation and partnership standards, school culture and classroom climate, leadership issues, partnerships with families, businesses, and community groups.

REQUIRED TEXTS

**RELATED RESOURCES**

‘Character Education Partnership’ Resources and Discussion online at [www.character.org](http://www.character.org)

**SUPPLEMENTAL READINGS— Recommended**


**NATURE OF COURSE DELIVERY**

EDCE 602 is totally web-based using distance learning. Through the whole class and small group discussion boards students will analyze case studies, conduct small and large group activities, consensus building, discussions, reviews of the literature, and post reflections which will enable them to take an ethical perspective as they review components of comprehensive character education programs and apply theory to practice.

To meet course objectives, the delivery of this course is accomplished through a combination of experiential learning activities designed to help meet the needs of all learners and learning styles. These include:

- **Presentations** (i.e., mini-presentations assisted by Power Point);
- **Discussions** (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- **Cooperative learning** (i.e., small group consensus building emphasizing learning from and with others);
- **Collaborative learning** (i.e., heterogeneous groups in an interdisciplinary context);
- **Blackboard** web-based course management and portal system at [http://blackboard.gmu.edu](http://blackboard.gmu.edu)

**STUDENTS WITH SPECIAL NEEDS**

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please contact the Disability Resource Center for required documentation: (703-993-2474) or [http://www.gmu.edu/student/drc/](http://www.gmu.edu/student/drc/).

**COURSE REQUIREMENTS**

1. **Participation** (30%)

This class requires full attendance and active and thoughtful preparation through involvement in activities and discussions. For this course to have professional meaning and to gain ethical perspectives everyone must gain from the ideas generated collectively. Being an active participant will lead to increased learning. Students are
responsible for reading texts prior to class, getting assignments in on time and catching up if absent. On-line Discussion at www.character.org will enable students to ask questions, communicate with others around the U.S. and in other countries, and share ideas related to standards and program level issues in character education initiatives. Participation Rating Form is attached.

2. Case Analyses (20%)
The case analyses serve as a means for students to demonstrate an understanding of the intersection of theory/philosophy with practice. Cases allow students to examine multiple perspectives on problems and issues related to character education. Case studies give students a chance to practice approaches an ethically principled educator would use to solve problems. A case analysis includes:

   a) A **problem statement** (1 paragraph) that describes what the student thinks the educator’s responsibility is in the case -- that is, how the educator contributes to the problem; what role the educator is playing that is (potentially) putting students at risk, etc. Students will demonstrate an understanding of the theories/philosophies of character education by adding **direct quotes** from readings to support their perspective on the problem.

   b) Students will discuss online with working teams to fully analyze problems and theories, and evaluate solutions using a risk/benefit analysis.

   c) An **action plan**- *After* discussion students will write a brief **action plan**. This ‘action plan’ must be designed to solve the problem and be based upon specific approaches the authors of the texts feel will help the student(s) most in the long term. Students must use direct quotes in the action plan. See Paper Evaluation Rubric attached.

3. Character Education Resource Report (20%)
Using the resource links on the course website the students will investigate at least 10 character education resource websites. The investigation will allow students to envision how comprehensive framework components play out in different ways in relation to different organizations and programs.

   Procedures: Review at least 10 character education websites to analyze organizational and programmatic elements and identify components that relate to character education frameworks and patterns for implementation. Post the written report of the findings, including website urls, on the course website. Students will post a synopsis of their findings on the course website so that each member of the class can review the results. Students will each discuss their investigative experience with classmates. Then, students will need to relate their resource activity findings to the design and implementation of character education initiatives. The Resources Report will be graded on the depth and breadth of the investigation, and the student’s ability to apply comprehensive framework components to character education initiatives and discuss findings with classmates.

4. Paper/Presentation (30%)
Topic: **Frameworks for character education**. Students will prepare a reflective paper, which will be presented to the class and submitted for a grade. (See Paper Evaluation Rubric attached). The reflective paper (10 pages) and presentation (15m + Q&A) must:

   a) Focus on applying one of the frameworks for character education to each student’s school or district character education initiatives. Include their perspective about character education (e.g., separate programs or fully integrated). Students must relate to character education theory, history, and philosophy learned in EDCE 600.

   b) Include **character education** as it relates to all components of a comprehensive framework, including leadership, mission, school-wide programs, resources, and partnerships with families, businesses and community organizations.

   c) In addition: the paper must demonstrate aptitude in the discipline by including direct quotes from the course readings.

   Procedures: Apply a character education frameworks to a school, district or statewide initiative. Include all the necessary demographics so that readers can understand the context for application of the
framework. Each component of the framework must be described and a rationale for its inclusion presented. For example, if a mission statement is proposed, then one should be included. If program goals are proposed, identify them. If partnerships are recommended, describe them. Only two components of the framework are to be outlined without specific details—program/curriculum and evaluation—these two are the content for other courses. Each student will present this framework to the class with appropriate presentation notes and questions. The other members of class will examine each ‘framework application’ as if we were school board members ready to vote on the plan presented. Post the paper and presentation notes/questions on the course website. [See ‘Paper Evaluation Rubric’].

EVALUATION

Evaluation rubrics for this course are attached.

Grading Scale:

A+ = 97-100  A = 94-96  A- = 91-93
B+ = 87-90  B = 84-86  B- = 81-83
C = 75-80  F = 74 and below

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu.
Topics/Readings for weekly class sessions: EDCE 602

Week 1: Framework Components for Effective Character Education Programs and Course Overview
- Components of comprehensive frameworks for character education
- Relationship between framework components
- Building a framework for character education
Read: chapters 1-3 in ‘Educating Hearts and Minds’

Week 2: Continuation of Framework Components for Effective Character Education Programs
- Establish a rationale for each component and connect to relevant research
- Overview of acceptable CE books for report
Read: chapters 1-2 in ‘Guide for Administrators’

Week 3: Connections between comprehensive framework components
- Overview of framework components for character education
- Discussion of comprehensive character education components
- Comparative review of frameworks and components of comprehensive frameworks for character education
Read: DeRoche article and Williams article

Week 4: Resource Review
- Review of at least 10 websites with resources and programs for character education
- Post the urls

Week 5: Resource Investigative Reports
- Post your full investigative report
- Post a summary of findings and discuss investigative reports
DUE: Investigative Report

Week 6: Application of Framework Components to School-wide Reform
- Review comprehensive character education frameworks
- Relationship between comprehensive framework components and effective school research
Read: chapters 3-4 in ‘Guide for Administrators’, chapter 4 in ‘Educating Hearts and Minds’

Week 7: Build a Rationale and Find a Framework that Fits
- Overview of Report of the National Commission on Character Education
- Comparative review of philosophical and theoretical perspectives on character education
- Finding a ‘fit’ with a philosophy on character education
Read: chapters 5-6 in ‘Guide for Administrators’, chapter 5 in ‘Educating Hearts and Minds’

Week 8: International Perspectives on Character Education
- Overview of components of effective international programs for character education
- ON-Line Discussion www.character.org
Read: chapters 3-4 in ‘Guide for Administrators’, chapter 4 in ‘Educating Hearts and Minds’

Week 9: On-Line Group Discussion of case study & Partnerships
- Case: Kate Sullivan
- Discuss viable partnerships with families, businesses, and community groups.
Readings: refer to all, focus on: “Educating Hearts and Minds” and “Guide for Administrators”
DUE: the problem statement for the case analysis
Week 10: “Perspectives on Practice” & Comparative Analysis

- Discuss philosophical and theoretical perspectives on components of effective character education programs and their relationship with practice.
- Post your executive summary of the book online & post your questions to lead discussion of the book that you reviewed. Each student will facilitate your own discussion with your teammates.

DUE: the comprehensive character education action plan for the case analysis (including partnerships)

Week 11: Relating Frameworks for Comprehensive Character Education to Philosophy and Theory

- Post your personal philosophy statement related to comprehensive character education
- Post your questions for discussion
- Facilitate the discussion with your teammates.

Week 12: Preparation of Reflective “Frameworks” Papers

- Conduct reviews of the research, research on theories and philosophies of character education related to your chosen issue/topic. Post your first draft and revisions of your term paper each week in the appropriate forum designated for your drafts of term papers.
- ON-Line Discussion www.character.org

Week 13: Putting it all Together: Presentations of ‘Frameworks Paper’ in Character Education and online school board peer reviews.

- Prepare and participate in the ‘school board’ simulation

Week 14: Putting it all Together: Presentations of ‘Frameworks Paper’ in Character Education and online school board peer reviews.

- Prepare and participate in the ‘school board’ simulation
- Course reflections and evaluation

DUE: Frameworks Paper

*You must submit all papers electronically on the course website. The ‘Frameworks paper’ is the major performance-based assessment for this course. It is recommended that you keep a copy of the ‘frameworks paper’ and ‘resource report’ to include in your program portfolio.
Paper EVALUATION Rubric

The following rubric will be used to evaluate written papers. All course papers will be graded on the three level rubric below:

1. Papers, which meet the demands of the assignment, will be graded with a **B+ or B**. These papers will include at least the following:

   -- The paper is received **on time**;
   -- Opinions, comments, and observations are offered **in depth**;
   -- Each entry relates **clearly and directly** to the readings (with direct quotes);
   -- Each entry demonstrates an **understanding** between discussions and course readings; and
   -- An attempt is made at **reflection/transfer**.

2. Papers, which go beyond the demands of the assignment, will be graded with an **A+, A, or A-**. These papers will include all of the requirements for a B or B+. In addition, A entries:

   -- Go beyond relating to the readings and demonstrate **insightful understandings**;
   -- Provide strong, precise, and thoughtfully selected **support** for assertions;
   -- Offer opinions and comments that are particularly **perceptive**, while also being supported by specific details and direct quotes from the readings;
   -- **Synthesize** observation notes in order to **identify** and **reflect** on issues of importance as described in our course objectives;
   -- **Link** earlier readings [from this course and other courses] and current readings to your experiences and reflections.

3. Papers, which do not meet the demands of the assignment, will be graded with a **B-, C, or F**. It is likely that these papers will:

   -- Arrive **late**; or
   -- Contain insufficient details; or
   -- Not be clear or understandable; or
   -- Not use direct quotes from readings or not relate to the readings in an appropriate and/or thoughtful way, or misrepresent them; or
   -- Contain no evidence of reflection, synthesis, and/or transfer; or
   -- Contain only opinion, with no descriptive details or supporting quotes.
## Participation Rating Form

**EDCE 602**

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* The aspect (in capital letters) will be rated

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Feedback:
EDCE 602
Procedures for course assignments:

Go to the course website at http://blackboard.gmu.edu
Read through and be familiar with the entire syllabus so that you understand the course parameters and assignments.
Assignments: see assignments posted online for due – dates for all papers/presentations
Due Dates will be posted in the course calendar.

You will be asked to participate in the on-going international discussion related to ‘character education’ by going to the Character Education Partnership’s (CEP) website: www.character.org and posting a question that reflects your understanding of at least 2 of the components of effective character education programs. Feel free to respond to other people’s questions as well.

You will need to search the Internet for websites that describe character education programs and initiatives. Make sure that you send all relevant urls to the instructor for posting on the ‘external links’ page.

You will conduct an investigation related to framework components and prepare a resource report after investigation of a variety of comprehensive character education programs. You will post your investigative report on the course website and present a synthesis of your findings to the class (you will need to have at least three questions prepared to lead a discussion).

You will analyze a case study related to school/district/state level character education initiatives. This case analysis must include a comprehensive character education action plan as part of the recommendations.

You will prepare a reflective paper on comprehensive frameworks for character education as they relate to your school, district, or statewide programs. You will post your reflective paper on the course website and present a synthesis of your findings to the class (you will present your paper as if you were convincing a school board of the saliency of your recommendations). Small groups of students will be assigned to review each other’s recommendations as if they were school board members voting on the recommendations made.