George Mason University
Graduate Course Approval/Inventory Form

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:  ____ NEW  ____ MODIFY  ____ DELETE

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

Course Abbreviation: EDCE  Course Number: 604

Full Course Title: Character Education Curriculum & Programs

Abbreviated Course Title (24 characters max.): Char Ed Curr & Programs

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

Repeatable for Credit?  ____ D=Yes, not within same term  Up to ___ hours
____ T=Yes, within the same term  Up to ___ hours
_ x_ N=Cannot be repeated for credit

Grade Type:  _ x_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Activity Code (please indicate):  ____ Lecture (LEC)  ____ Lab (LAB)  ____ Recitation (RCT)
____ Studio (STU)  ____ Internship (INT)  ____ Independent Study (IND)

Catalog Credit Format  _3_: _3_: _0_  Course Level: GF(500-600)  ____ GA(700+)

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

Prerequisite: 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 and evaluates the quality of a variety of classroom and school/district/community/state-wide programs and curriculum materials for character education using program, implementation, and curriculum standards.

Prerequisite: Admission to the character education program.

Description of modification:

APPROVAL SIGNATURES:
Submitted by:  ____ Mary M. Williams ____ email: _mwilliat@gmu.edu_

Department/Program:  ____ Mary M. Williams ____ Date: _11/2/03_

College Committee:  ____ Joan Isenberg ____ Date: _12/02/03_

Graduate Council Representative: _____________________________ Date: __________________

Character Education Program
Specialization Course
EDCE 604 Character Education Curriculum & Programs

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.

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Graduate Council approval: ___________________________________________ Date: ____________

Graduate Council representative: __________________________________________ Date: ____________

Provost Office representative: __________________________________________ Date: ____________
George Mason University
Graduate School of Education
“Character Education Curriculum & Programs”
EDCE 604 – PROPOSED
Summer 2005

Instructor: Professors Mary Williams; Susan Keister; Toni Crouch
Office Hours:* announced in class
Telephone: Williams 703-993-2133; Keister 614-327-3096; Crouch 703-273-8000x123
*Virtual office (24hrs) e-mail: mwilliat@gmu.edu or suekquest@aol.com or tonic@MerrittAcademy.org

COURSE DESCRIPTION
Prerequisite: Admission to the character education program

Educators will analyze and evaluate the quality of a variety of classroom and school/district/community/state-wide programs and curriculum materials for character education using program, implementation, and curriculum standards.

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

1. use the Internet to access information and resources about character education programs and curriculum materials.
2. design and implement a school-wide character education program that has a philosophical fit with their school or district mission to demonstrate their understanding of character education program standards.
3. conduct a comparative analysis of curriculum and materials for character education using curriculum standards and a rating scale to demonstrate their ability at application of theory to practice.
4. Develop a plan for character education infusion in the form of a curricular guide for a class, grade level, or subject that imbeds character and values into the curriculum and present this plan for peer review.

RELATIONSHIP TO PROGRAM GOALS
The goal of the character education program is to prepare educators to be character education resource specialists at the school, district, and state levels. EDCE 604 is a specialization course in the EDCE program. EDCE 604 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 604 provides an in-depth analysis of character education programs and materials by applying program standards, implementation standards, and curriculum standards. Major course topics include: program design and implementation that link with effective school/district practices and policies.

REQUIRED TEXTS
RELATED RESOURCES
‘Character Education Partnership’ Resources and Discussion online at www.character.org

SUPPLEMENTAL READINGS choose one of the following for a Book Report:

NATURE OF COURSE DELIVERY
EDCE 604 is totally web-based using distance learning. Through the whole class and small group discussion boards students will conduct small and large group activities, consensus building and role plays, reviews of programs and curriculum materials, and post reflections which will help students learn to use standards to guide their creation of high quality character education programs.
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:
• Readings and reviews;
• Presentations (i.e., mini-presentations assisted by Power Point);
• Discussions and consensus building activities (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
• Collaborative learning and role plays (i.e., heterogeneous groups in an interdisciplinary context);
• Blackboard web-based course management and portal system at 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/.

COURSE REQUIREMENTS
Educators will analyze components of a variety of classroom and school/district/community/state-wide programs for character education. Since the late 1980’s a wide range of character education programs and materials have emerged from research and practice. Using program and implementation standards educators will examine program design and evaluate the quality of program implementation. Using curriculum standards educators will examine curricular designs and learn how to infuse character education into the curriculum.
Comparative analyses will take place related to curriculum and programs, and exemplars that have emerged from research and practice.

1. **Participation (20%)**
   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 leads 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](http://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. **Book Review (15%)**
   Choose one of the five books on the recommended list. Students will read and review the book. Students will prepare a New York Times style book review and post it on the course website. The book review must include theory/practice connections by describing how or why the author’s ideas fit with curriculum or program goals considered valuable in the research. Students will make a recommendation regarding the book’s value to character education specialists. Be prepared to discuss classmate’s reactions to the book review. See Book Review: Procedures and Criteria for Assessment/Grading attached.

3. **Program Evaluation /Presentation (30%)**
   Using the resources linked at the website [http://teachvalues.org/](http://teachvalues.org/) each student will investigate at least 12 websites with different character education programs [post all urls on the course website]. Students will choose one program to evaluate in-depth. Students will assess the program’s components (school-wide activities, parent activities, classroom activities, etc.) and fully evaluate it. Each student will make a recommendation about the quality and appropriateness of the program as if he/she were the chair of a character education council for program adoption for a school or district. Email the choice of program to the instructor to get approval in advance so there are no duplications. Be prepared to present the program evaluation with the class by preparing & presenting the Program Evaluation using PowerPoint. The presentation should take about 10 minutes and be organized to highlight the program’s strengths and weaknesses. Include a notation about how the web site information for the program facilitated the decision making about whether to adopt it or not. Also, include a note about the program’s fit with a school or district mission and goals. In addition to giving a presentation, each student will act as character education committee representatives. Each written Program Evaluation Report should be 10 pages in length. See the paper evaluation rubric attached.

4. **Curriculum Unit / Presentation (35%)**
   Using the outline/guidelines posted online about preparing a character education unit, along with the ‘curriculum standards’ from the text prepare a unit of study to teach at a particular grade level, and in a particular subject area(s) that highlights teaching students positive personal, prosocial, and civic values. Students cannot adapt an already existing curriculum for this assignment, although one choice is to integrate a portion of a packaged character education curriculum into part of the homemade unit. The grade on this project is directly related to the depth and breadth of the unit plan and its potential for teaching values and ethics to children/youth. It will also be assessed on how well students make connections to the two texts and apply the standards for an effective character education curriculum. Students must include direct quotes from the texts to support the rationale and activities in the unit plan [see paper evaluation rubric]. Students will present the unit to the class and turn in the final written curriculum unit at the end of the course. The final written Curriculum Unit should be about 10 pages in length (assuming the inclusion of descriptions of individual activities). The presentation of the Curriculum Unit must include the following 5 parts: (a) rationale [including the students and school context], (b) objectives, (c) two to three classroom activities, (d) at least one out-of-class activity or assignment, (e) the culminating activity, and (f) how student learning will be assessed. Be prepared present a
synopsis of the unit and answer questions from the rest of the class related to the depth and breadth of the curriculum unit and its potential effectiveness with the identified students.

NOTE: In both the ‘program review’ and the ‘curriculum unit’ assignments, it is expected that students will analyze programs and curriculum materials using the standards and guidelines in “Educating Hearts and Minds” and the “Primer for Teachers.” It is also expected that each student will assume the role of the character education resource person for the school/district. Thus, the preparation of the written reports and presentations need to be convincing enough for the school board for adoption (program) or the principal as a worthy unit of study (curriculum). It is necessary to include appropriate questions for the others in class to conduct a discussion. If currently working in a school, district, or agency – each student should apply these assignments to that context.

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 604

Week 1: Course Overview / Introduction to ‘Character Education Programs’
- Components of High Quality Effective Character Education Programs
- Representative Sampling of School-wide programs
- Co-curricular programs (e.g., conflict resolution & service learning)
Read: chapters 1-3 in ‘Educating Hearts and Minds’ & “Primer” sections 1-2
Read through the entire syllabus, so that you understand the course parameters and assignments. Post any questions about the syllabus or assignments on the class website.

Week 2: Components of Effective Character Education Programs
- Present a rationale for each component and connect to relevant research
- Overview of acceptable CE program books for report
Read: chapters 2-3 in ‘Primer for Teachers’

Week 3: Comparisons of high quality character education programs
- Effective Program Components and Applications to school-wide reform
- Comparative review of programs and components of programs for character education
- ‘Value of the Month’ Programs [risk/benefit analysis]
- Program exemplars
Read: Chapter 4 in “Educating Hearts and Minds”

Week 4: Program Review
- Review of at least 12 websites with programs for character education
- Post the urls on the course website
- Choose a Program to Evaluate [send that to the course instructor]
- Discussion of quality character education programs and what makes them effective
Read: Character Education Resources and Annotated Program Review in ‘Primer for Teachers’ and “Educating Hearts and Minds”

Week 5: Program Evaluation Reports
- Post your Program Evaluation report
- Post a summary of findings
- Present Program Evaluation and Recommendation and discuss with classmates
- Participate in simulation activity – related to Character Education Committee
DUE: Program Evaluation Report

Week 6: Effective Character Education Curriculum Overview
- Review character education curriculum standards
- Video “Ellie Childs at Heartwood”
- Compare curriculum components and relate to curriculum development research
Read: chapter 4 in ‘Primer for Teachers’, chapter 4 in ‘Educating Hearts and Minds’

Week 7: Effective Curriculum for Character Education
- Curriculum standards/rating and demonstration
- Curriculum activity + debrief
- Analyze Character Education Curriculum and materials using Curriculum Standards and Rating Scale
- Review guidelines for curriculum project
- Procedures for accessing resources (link thru) to complete curriculum review
Read: chapters 5-6 in ‘Primer for Teachers’, chapter 5 in ‘Educating Hearts and Minds’
Week 8: Perspectives on Character Education Curriculum
- Overview of Alternative Curriculum and Curriculum infusion
- Assess & evaluate ‘Lie, Cheat, Steal’ program software
- Preparing character education curriculum – unit guidelines
- Curriculum Infusion Demonstration & Model Curriculum
Read: complete ‘Primer for Teachers’, Chapter 5 in ‘Educating Hearts and Minds’

Week 9: On-Line Discussion of Curriculum and Programs and Book Reviews
- ON-Line Discussion www.character.org
- Post Book Reports and share recommendations: Groups TBA
- Post synopsis and brief annotation to be included in course resources
- Readings: refer to all, focus on: “Educating Hearts and Minds” and “Primer for Teachers”
DUE: Book Report

Week 10: Perspectives on Curriculum and Curricular Sources
- Discuss philosophical and theoretical perspectives as they relate to standards of effective character education curriculum and materials.
- Formal Curriculum, Null Curriculum, Hidden Curriculum: A Discussion

Week 11: Relating Character Education Curricular Choices to Philosophy
- Discuss your personal philosophy as it relates to character education curriculum and programs
- Principles and Procedures for Curriculum Infusion
- Discussion of resources from “H&M” and “Primer”

Week 12: Preparation of Reflective “Frameworks” Papers
- Continue to work on Curriculum Unit
- Add urls to Resources section of course website
- ON-Line Discussion www.character.org

Week 13: Putting it all Together: Best Programs and Curriculum Materials for Character Education
- A look back: Best Programs and Materials – Roundtable
- Continue to work on Curriculum Unit

Week 14: Putting it all Together: Curriculum Units for Character Education
- Prepare for and participate in the ‘school administrator’ role play
- Course reflections and evaluation
DUE: Curriculum Unit

*You must submit all papers electronically on the course website. The ‘Curriculum Unit’ is the major performance-based assessment for this course. It is recommended that you keep a copy of the ‘Program Evaluation Report’ and ‘Curriculum Unit’ 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 604

Name: ________________________________

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<td>ATTENDANCE/PARTICIPATION (50%)*</td>
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* The aspect (in capital letters) will be rated
  3 - Above average
  2 - Average
  1 – Poor
  0 – Not present

Feedback:
Objective: To engage learners thoughtfully and meaningfully with current writings in the field of character education programs and curriculum and to apply their emergent analyses and recommendations to practice.

The Book Review engages students in a thoughtful process that will help them become critical consumers of the character education literature, and will bring current course readings in the field together with educational practice. The book review requires that students formulate thoughts as they critique the text and connect the critique to the program evaluation and curriculum unit. The book review should be approximately 5-8 pages. Students should reflect on what the reading means to them as a character educator, how they relate to the ideas of the authors, and how and why they can or cannot apply these ideas to the program evaluation and/or curriculum unit. The book review should be comprised of three parts:

1) description,
2) analysis, application, and interpretation, and
3) reflection on the text and its meaning to the program evaluation and each student’s role as a character education specialist.

Procedures and Criteria for Assessment to guide the book review:

1) Description: (10 points) Describes the book in around a paragraph in length. This tells briefly what the book is about.

2) Analysis, Application, and Interpretation: (50 points) This section is where the character educator applies their knowledge to comment on the content and processes discussed in the book. It concerns each student’s interpretation of the material based on their experiences and understanding of character education curriculum and programs. This section tells how or why. In this section, critically reflect on at least one book, using correct APA style. Cite references within the text and include a References page at the end of the critique.

3) Reflection: (40 points) This is a section where you will connect the content of the book to yourself and your professional role. What does the author’s stand on programs and curriculum for character education mean to you? Reflect on the reading by synthesizing the material and evaluating your description and analysis, stating what this means to you as a character educator. Tell what you would/might do similarly or differently, and why, to relate to practice. Or, you may want to talk about what you learned through the reading that will help you in your particular program evaluation or curriculum unit. This section personalizes the description, analysis, and interpretation to your individual context.

Grading: A+ = 97-100; A = 93-96; A- = 90-93; B+ = 86-89; B = 83-85; B- = 80-82; C = 75-79; F = < 75
EDCE 604
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 about effective programs or curriculum for character education. Feel free to respond to other people’s questions as well.

You will need to search the WWW for websites that describe character education programs and curriculum materials. In addition to choosing a program to evaluate and presenting your evaluation and recommendation to the class, make sure you send all relevant urls to the instructor for posting on the ‘external links’ page. You will present your Program Evaluation as if you were convincing a character education curriculum committee of the saliency of your recommendation. Small groups of students will be assigned to review each other’s recommendations as if they were character education committee members voting on the program.

You will read one of the five identified books related to character education programs and curriculum. The written book review must include a recommendation.

You will prepare a curriculum unit that integrates character and ethics into your content lessons. You will post your curriculum unit on the course website and present a synthesis of your findings to the class. You will present your unit as if you were convincing a principal of the saliency of your unit. Small groups of students will be assigned to review each other’s recommendations as if they were school administrators.