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:  __x___ NEW  ____ MODIFY  _______ DELETE

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

Course Abbreviation: EDCE  Course Number: 606

Full Course Title: Leadership in Character Education: An Internship in Program Development, Curriculum, Instruction, or Assessment

Abbreviated Course Title (24 characters max.): Ldrshp Char Ed Intrnshp

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

 ___ 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)  __x__ GA(700+)

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

Prerequisites or corequisites:  EDCE 602, EDCE 603, EDCE 604, EDCE 605.

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses: Participate in a 150 hour on-site Internship. Students choose to focus on one of the following for the internship: instructional strategies, curriculum or program development, the use of resources, or assessment.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

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: __________________

GEORGE MASON UNIVERSITY
Character Education Program  Specialization Course
Course Coordination Form  
Graduate School of Education 

EDCE 606 Leadership in Character Education: An Internship in Program Development, Curriculum, Instruction, or Assessment 

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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<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 Toni Crouch
Office Hours: * announced in class
Telephone: Prof. Williams 703-993-2133; Anderson 703-993-3698; Crouch 703-273-8000x123
*Virtual office (24hrs) e-mail: mwilliat@gmu.edu or danderso@gmu.edu or tonic@MerrittAcademy.org

COURSE DESCRIPTION
Prerequisites: EDCE 602, EDCE 603, EDCE 604, EDCE 605.

Students participate in a 100 hour on-site Internship. Students choose to focus on one of the following for the internship: instructional strategies, curriculum or program development, the use of resources, or assessment.

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, curriculum materials, instructional strategies, and assessment.
2. maintain a reflective journal while participating in the 100 hour internship to demonstrate their ability at application of theory-practice related to character education.
3. prepare, implement, and assess a detailed action plan for their classroom, school, district, or statewide program that has character, ethics, and values imbedded.

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 606 is the last specialization course in the EDCE program. EDCE 606 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 606 provides opportunities in analysis and critique of character education theory and practice through an on-site internship. Character Education Action Plans will be created, implemented, and assessed based on the needs at their own site. The action plan will focus on curriculum, assessment, programs, or instruction.

REQUIRED TEXT

RELATED RESOURCES
‘Character Education Partnership’ Resources and Discussion online at www.character.org
NATURE OF COURSE DELIVERY
EDCE 606 is 50% on-site and 50% web-based using distance learning. EDCE 606 consists of an evaluated on-site internship. Discussions, demonstrations, access to resources, evaluation of programs and curriculum materials, presentations and reflections, will take place online. Students will use character education standards to guide their program development or assessment.

1. **Comprehensive Program:** Educators organize a comprehensive character education program with its’ own consensus values, program expectations and outcomes, staff development strategies, activities, curricula, resources and assessment plans in concert with the school district and the community vision and goals.

2. **Leadership:** Educators are observed to practice and reflect on their role and responsibilities as leaders of character education programs.

3. **Program Implementation:** Educators apply implementation standards for a comprehensive, long lasting, and effective character education program: courage, commitment, communication, collaboration, caring, consensus, culture, change, connections, coherence, and critical accountability.

4. **Curriculum:** Educators draw on their knowledge of moral/ethical development to select, adapt, create, and use rich and varied curriculum and materials that foster the consensus values in students.

5. **Partnerships:** Educators form collaborative partnerships between home, school, and the community.

6. **Assessment:** Educators create a plan for formative and summative assessment of the classroom, school, or district’s character education program.

NOTE: Access the course website 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
This course is linked to a 100 hour Internship. Students have learned how effective character education programs can increase student achievement, reduce violence, and increase peaceful resolution of conflict. The internship feature a hands-on focus on what students need in program design and implementation, from ‘how to get started’ to ‘how to assess a program’s effectiveness’. Students choose to focus on one of the following for their action plan: instructional strategies, curriculum or program development, the use of resources, or assessment. This course requires online research and discussion and an internship evaluation performed by a school administrator at the student’s school/district/agency.

1. **Participation (25%)**
   This class requires full attendance and active and thoughtful participation in an Internship, and through online research and action planning at their local site. For this course to have professional meaning and to gain ethical perspectives everyone must maintain a reflective journal of their progress implementing their action plan. Being an active participant will lead to increased learning. Students are responsible for reading the text, using appropriate resources, and maintaining their reflective journal. 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 program development and assessment of character education initiatives. Participation includes
the reflective journal and discussion at www.character.org [Participation Rating Form is attached].

2. **Book Review** (15%)
Students will read and review “Educating Hearts and Minds”. You will prepare a New York Times style book
review and post it on the course website. The book review must focus on the area chosen for the action plan
and include a description of how or why the author’s ideas fit with program and assessment goals considered
valuable at your local site. Students will make a recommendation regarding the book’s value to assist with their
action plan preparation and implementation. Students need to discuss classmate’s reactions to their book review
[see Book Review Assessment Rubric attached].

3. **Action Plan** (60%)
Using the standards provided in “Educating Hearts and Minds” and the outline/guidelines posted online students
will prepare an action plan for a specific character education program. The action plan must further develop a
local character education program, or assess the program’s quality and success. Students can adapt already
existing programs, curriculum, teaching strategies, or assessment instruments for this assignment, although they
may choose to integrate a portion of a packaged character education program or assessment instrument as part
of their action plan. The design, implementation, and assessment of the action plan will take place during the
Internship. The grade on this project will be directly related to the depth and breadth of the action plan and its
potential for developing the identified character education program. The action plan will also be assessed on
how well students make connections to the course text. Students must include direct quotes from the text to
support the rationale and activities in the action plan [see paper evaluation rubric] and include references for the
program or assessment instruments used. The written ‘Action Plan’ should be approximately 10 pages, plus
attachments. The Action Plan must include the following: (a) rationale, (b) objectives, (c) student outcomes, (d)
atto least two program activities, and (e) at least one assessment instrument. Students will answer questions
related to the depth and breadth of the plan’s potential to be effective with the identified students. The ‘action
plan’ assignment counts for 60% of the course grade. At the end of the internship the supervising administrator
will assess students using the GSE Internship Evaluation Rubric.

**NOTE**: In the ‘action plan’ assignment, it is expected that students will prepare and implement
programs, curriculum, or assessments using the standards and guidelines in “Educating Hearts and
Minds.” It is also expected that the student’s role is the character education resource specialist for the
school/district. Students currently working in a school, district, state department or agency should apply
this assignment to that context.

**EVALUATION**
Evaluation rubrics for this course are attached.

**Grading Scale:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<td>A-</td>
<td>91-93</td>
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<td>B+</td>
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<td>B</td>
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<td>C</td>
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<td>F</td>
<td>74 and below</td>
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**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 class sessions: EDCE 606

Week 1: Course Overview / Leadership for Character Education
- Components of High Quality Character Education Leadership
- Representative Sampling of Model Character Education Programs
Readings: DeRoche & Williams (“Hearts & Minds” chapters 1-3)
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
- Connect initial on-site observations of the character education initiatives to relevant research
- Overview of the local character education programs, curriculum, instruction, and assessment
- Review components of the ‘Action Plan’

Week 3: High Quality Character Education Programs
- Effective Program Components and Connections to school-wide reform
- Choose an aspect of character education for your action plan [program development, curriculum design, instructional strategies, or assessment]
- Prepare action plan and make arrangements for Internship (send course instructor the administrator’s contact information)
Read: Chapter 4-6 in “Educating Hearts and Minds”

Week 4: Action Plan Implementation
- Begin implementation of action plan
- Begin reflective journal
Conduct Internet searches for resources to support the action plan.

Week 5: Action Plan Implementation
- Continue to implement action plan
- Maintain reflective journal
Read: Character Education Resources “Educating Hearts and Minds” and search for other resources necessary to implement the action plan.

Week 6: Reflective Journals and Action Plan Implementation
- Continue action plan implementation
- Continue writing in reflective journal
DUE: Reflective Journal

Week 7: Effective Character Education Programs and Practices
- Analyze the action plan using character education standards
- ON-Line Discussion www.character.org
- Continue writing in reflective journal
Read: chapter 7-8 in ‘Educating Hearts and Minds’

Week 8: Effective Character Education Programs and Practices Continued
- Complete list of resources necessary to complete action plan (post all urls on the course website)
- Continue action plan implementation
- Continue writing in reflective journal
Read: chapters 9 in ‘Educating Hearts and Minds’
Week 9: Perspectives on Character Education
- Post Book Reports and share recommendations: Groups TBA
- Post synopsis and brief annotation to be included in course resources
- Continue implementation of character education action plan & maintain reflective journal
DUE: Book Report

Week 10: Perspectives on Character Education
- Review progress of your action plan as it relates to the research on effective character education initiatives.
- Continue implementation of character education action plan & maintain reflective journal
DUE: Reflective Journal

Week 11: Assessment of Action Plan
- Continue implementation of character education action plan & maintain reflective journal
- Collect Action Plan Assessment Data
- Analyze Action Plan Assessment Data

Week 12: Analyze Action Plan Assessment Data
- Continue to analyze Action Plan Assessment Data
- ON-Line Discussion www.character.org

Week 13: Preparation of Action Plan Reports
- Prepare Action Plan Report
- Add relevant urls to Resources section of course website

Week 14: Putting it all Together: Action Plans for Effective Character Education
- Post your action plan on the course website
- Participate in the peer review
- Course reflections and evaluation
DUE: Action Plan
DUE: Internship Evaluation Rubric completed by administrator

*You must submit all papers electronically on the course website. The ‘action plan’ is the major performance-based assessment for this course. It is recommended that you keep a copy of the Internship ‘Action Plan’ 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 606

Name: ____________________________________________

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<th>Sum #1</th>
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<td>ATTENDANCE/PARTICIPATION (50%)*</td>
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<td>QUALITY OF DISCUSSION (50%)*</td>
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<td>continue discussion</td>
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<td>use current/previous theories</td>
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* The aspect (in capital letters) will be rated
  3 - Above average
  2 - Average
  1 – Poor
  0 – Not present

Feedback:

Character Education Program  Specialization Course
EDCE 606
Book Review: Procedures and Criteria for Assessment/Grading

Objective: To engage students thoughtfully and meaningfully with current writings and resources in the field of character education 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 course readings in the field together with educational practice. The book review requires students to formulate thoughts as they critique the text and connect the critiqued section of the book to their action plan. 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 their action plan. 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 action plan and the student’s role as a character education specialist.

Procedures and Criteria for Assessment to guide the book review:

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

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

3) Reflection: (40 points) This is a section where you will connect the content of the book to yourself and your professional role. What do the standards 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 action plan. This section personalizes the description, analysis, and interpretation to your individual context or action plan.

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 606
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 read the assigned textbook related to character education. You will write a book review of at least one section of the book that relates to the focus of your action plan. You will include a recommendation.

You will make arrangements for a 100-hour internship. You will maintain a reflective journal that describes your development of the action plan, implementation of the plan, and assessment of the action plan. You will have a school/district/agency administrator assess your effectiveness by using the GSE Internship Evaluation Rubric.

As part of the Internship you will prepare an action plan that integrates what you learned in the text and other courses in the program with your needs at the local site. Your action plan must include references to the course textbook. The action plan must describe how character and ethics fit into your program’s long-range plan. You will need to include all relevant information about your program, curriculum, teaching strategies, and/or program assessment with the action plan. You will post your action plan on the course website by the due date announced at the beginning of the course. Small groups of students will be assigned to review each other’s action plans and provide feedback.