Independent Study Course Syllabus

Course Number: EDU 901
Course Title: Character Development Education

☐ Online  x Correspondence

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Units: 3
Grade Level: K - 12

Course Description

This course, An Introduction to Character Development Education, is designed to provide you with an understanding of the generic tenets of character development, and introduce you to a variety of teaching strategies and learning activities for use with your students. During this course you will gain a generic understanding of character education at both the theoretical and implementation levels.

You will engage in a variety of learning activities during this course, including
• Reading the work of leading researchers and theorists
• Creating your own definitions and rationale for character education
• Planning and implementing character development lessons for use with your students
• Reflecting upon your experiences, analyzing and planning for further implementation
• Sharing what you are learning with colleagues.

Course Dates:

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Primary Learning Outcomes

By the end of this course, you will:

• Gain a working knowledge of the body of research that supports teaching character education across the curriculum

To register for courses go to http://ce.fresno.edu/cpd
• Be able to articulate the critical attributes of character education learning strategies and distinguish them from other teaching strategies

• Understand
  * Basic principles of integrating character traits and values to the curriculum
  * Classroom management issues
  * Techniques for developing in students a will to participate
  * Techniques for teaching values
  * Issues related to internalizing acceptable character traits

• Plan for and implement a variety of character education learning strategies in your classroom.

Standards-Based Instruction
Character Development Education has embedded within it a variety of instructional strategies that are effective both in promoting academic content learning and in establishing productive learning environments. Throughout the course, teachers are required to reflect on their own practice, share their experiences and reflections with colleagues; and design, field-test and assess the effectiveness of strategies presented in the course. Course content directly addresses the following standards from:

The California Standards for the Teaching Profession
STANDARD ONE: ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
1.5 Promoting self-directed, reflective learning for all students

STANDARD TWO: CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

2.1 Creating a physical environment that engages all students
2.2 Establishing a climate that promotes fairness and respect
2.3 Promoting social development and group responsibility
2.4 Establishing and maintaining standards for student behavior
2.5 Planning and implementing classroom procedures and routines that support student learning
2.6 Using instructional time effectively

STANDARD FOUR: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

4.1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs

STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR
6.1 Reflecting on teaching practice and planning professional development
6.2 Establishing professional goals and pursuing opportunities to grow professionally

**The National Board for Professional Teaching Standards**

Selected aspects of the “Five Core Propositions” put forth by the National Board for Professional Teaching Standards.

1) Teachers are committed to students and their learning....They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice....They are aware of the influence of context and culture on behavior. They develop students’ cognitive capacity and respect for learning. Equally important, they foster students’ self-esteem, motivation, character, sense of civic responsibility, and respect for individual, cultural, religious, and racial differences.

2) Teachers know the subjects they teach and how to teach those subjects to students. Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. …Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve challenging problems.

4) Teachers think systematically about their practice and learn from experience. Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences. They demonstrate capacities that are prerequisites for intellectual growth—the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems….striving to strengthen their teaching, accomplished teachers examine their practice critically, expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5) Teachers are members of learning communities. Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives....

**Course Materials**

**Resource Binder:**
This binder includes 8 chapters, each addressing a specific topic related to Character Education. Each topical chapter includes response sheets to allow teachers to apply the ideas presented to...
their own teaching situation. These response sheets will be submitted to the instructor at the close of the course.

**Textbook:** Education for Character: How Our Schools Can Teach Respect and Responsibility by Thomas Likona

Specific sections of the book are assigned in the resource binder to support topics addressed in the course.

**Additional Readings and Publications:**

In addition to the text, publications by the Character Education Partnership and the Council of Chief School Officers, as well as selected current educational journal articles are included.

**Course Requirements**

1. Read Resource Binder and complete all response sheets including field-testing and reflections upon each field-testing activity.


3. Complete all response sheet assignments
   - All assignments are to be typed and presented in an organized format. Students may use the format provided, but may create their own format that references each response sheet assignment (e.g. “Response Sheet 7”).
   - Coursework falling short of a quality equaling a B will not receive credit.
   - Keep a copy of your coursework in the event that material is lost in the mail.
   - This course may be taken for a letter grade or on a credit/no credit basis. Coursework falling short of a quality equaling a B will not receive credit. The discernment between an A or B is at the discretion of the instructor based on the quality of the evidence submitted.
   - Each assignment must be completed. Full credit for each assignment will be given based upon demonstration of both understanding of the concepts presented and personal connection/application of the concept in your teaching situation.
   - Total score will determine the final grade:
     - A 90-100%
     - B 75-89%
     - No Credit below 75%

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Schedule of Topics and Assignments

While this course is presented in a sequential manner, students may complete assignments in the sequence they choose. Students may take up to one year from the date of registration for this course to complete all work and return assignments to the instructor.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |
**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

| Student Learning Outcomes Oral Communication: | Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| **Written Communication:** | Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| **Content Knowledge:** | Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| **Reflection:** | Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement. |
| **Critical Thinking:** | Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations. |
| **Moral Reasoning:** | Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view. |
| **Service:** | Students will *demonstrate* service and reconciliation as a way of leadership. |
| **Cultural and Global Perspective:** | Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |
| **Quantitative Reasoning:** | Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| **Information Literacy:** | Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information. |