

Course Syllabus

Making An Impact: A Framework for Character Development

Presented by the Institute for Character Development at Drake University

1. Course Description

This class will provide a study of ethics and character development centered on providing the information, skills and resources for participants to mobilize a character development initiative when they return to their school, classroom, home or community. Specific emphasis will be on establishing a community-based model that integrates with the mission of School Improvement. Building on the Eleven Principles of Character Education and using models such as the Character Education Learning Community Model and CHARACTER COUNTS!, participants will learn how schools in Iowa and throughout the country are addressing character development issues through the school improvement process.

2. Course Objectives

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

- a. define character, character development and character education
- b. explain the difference between ethics and values
- c. explain the process for identifying a communities' values
- d. list at least six universal ethical values
- e. identify the reason the character development is important and the role schools play
- f. identify at least three character development models currently being used in the country
- g. explain the Institute for Character Development at Drake University organization and utilize its resources
- h. development a plan for implementing character development in their classroom, building, district, or community
- i. advocate for character development initiatives

3. Outline of Course Content

Day One:

Welcome and introduction of trainer (s)
Introduction to the Institute for Character Development at Drake University
Introduction of participants—activity
What is Character?
What is Character Development?
Who can teach character?
Ethics versus Values/Indicators of Change
What is CHARACTER COUNTS!?
A community based framework
The Six Pillars of Character
Ethical Decision-making—the overview

Day Two:

Ethical Decision-making—the process
Strategies and Techniques: The T.E.A.M. Approach
Assessment and Evaluation
Eleven Principles of Character Education
Models in Iowa
Service Learning/Youth Involvement
CHARACTER COUNTS! in Sports, Communities, and Families
Practical application through group projects/presentations
Summary and evaluation

4. Textbooks/Readings Required

Participant Guide and selected readings

5. Course Requirements

The following are basic expectations of anyone taking this class:

- Attendance at all of the scheduled class sessions and for the duration of all class sessions
- Actively participate in discussion and activities
- Complete the written and reading assignments given in class
- Complete and submit all homework assignments given during the class
- Actively participate in group projects/presentations as assigned

6. Requirements for staff development/re-licensure or graduate credit:

6a. Attendance policy:

Students are expected to be in attendance for the entire class to be eligible for credit. Students needing to miss any portion of the class **MUST have consent prior to the start of the class** from the **Training and Outreach Coordinator at ICD** and permission will not be granted for missing more than one-hour of class. Contracted on-site instructors do not have the authority to approve any missed time from class.

6b. Actively participate in discussion and activities

Students are expected to be in attendance for the entire 15 hours of the class and to participate in class activities and assignments in order to be eligible for graduate/staff development credit. See rubric on page 3-4 of syllabus for further information.

6c. Written assignment—must be postmarked no later than 2 weeks following class

Written paper reflecting on the relevance and future use of the training information in participant's current position. See rubric for details of assignment.

Professional accountability, writing and presentation are expected including:

- Papers must be submitted with the cover page included with the syllabus
- Papers must be typewritten, double-spaced with appropriate headings and margins.
- The paper must be representative of professional writing elements including, but not limited to: appropriate grammar, spelling and composition.
- If citations are necessary, student will adhere to APA Citation style.
- Students are expected to be responsible for the completion of their assignment---Any arrangements for papers not postmarked by the deadline, **must be made with the Director of Education at ICD PRIOR to the deadline or a grade of zero will be given to the paper. No reminders will be sent.** No papers will be accepted via email or fax.
- Papers will NOT be returned unless a self-addressed stamped envelope is included.
- Post Survey must be completed online. Refer to class handout for web page address.
- **Be sure your paper is postmarked no later than 2 weeks from the last day of your class.**

**Return papers, with cover page including complete name of student,
phone number, instructor of class, and date of class, to:**

Institute for Character Development

Attn: Ron Scott

1213 25th Street

Des Moines IA 50311

Assessment Rubric for Making an Impact: A Framework for Character Development

In class assignment/activity assessment—40% of grade

Outcome	Exemplary(8 points)	Accomplished (7 points)	Not satisfactory (0 points)
Define character, character development and character education	Able to analyze and designate verbally or in writing comprehensive definitions of character, character development and character education. Able to individually articulate in writing, verbally or through drawing the key virtues or characteristics they personally believe to be representative of good character.	Able to identify verbally or in writing a definition of character, character development and character education. Able to participate in group identification of key virtues or characteristics believed to be representative of good character.	Unable to identify definitions of character, character development and/or character education.
Explain the differences between values and ethics.	Able to accurately identify (100%) case examples as a value and/or ethical standard. Able to articulate in writing, verbally or through providing an example the variations by and between values and ethics.	Able to identify accurately (80%) case examples as a value and/or ethical standard. Able to articulate in writing, verbally or through providing an example the variations by and between values and ethics.	Unable to differentiate values and ethics.
List at least six universal ethical principles	Able to confidently articulate either verbally or in writing the Six Pillars of Character.	Able to articulate either verbally or in writing, the Six Pillars of Character with a minimal amount of prompting or assistance.	Unable to name the Six Pillars of Character
Identify the reason character development is important and the role schools play	Able to articulate at least three examples from the research and best practices applications.	Able to articulate at least two examples from the research and best practice applications.	Cannot articulate examples from the research and best practice application.
Identify the common elements for integration of character development with current education initiative such as (but not limited to) service, learning, learning supports, etc.	Able to identify at least three common elements that provide for theoretical and practical application of character education with existing education initiatives.	Able to identify at least two common elements that provide for theoretical and practical application of character education with existing education initiatives	Cannot identify common elements of character education and existing education initiatives.
Development of a plan for implementing character development in classroom, building, district or community.	Submits an action plan via form provided in class that lists a minimum of three short term action items complete with a timeline, who is responsible, potential barriers and assessment criteria and process.	Submits an action plan via form provided in class that lists a minimum of two short term action items complete with a timeline, who is responsible, potential barriers and assessment criteria and process.	Fails to submit either an action plan or submits an incomplete action plan.

Participation Assessment—35% of grade

	Exemplary (14 points)	Accomplished (12 points)	Not satisfactory (0 points)
	Actively models an appropriately assertive lead role in class small and large group activities.	Actively participates in small and large group activities.	Does not participate in class activities.
	Attends 100% of scheduled class time	With PRIOR APPROVAL from ICD Training Coordinator misses no more than one hour of class	Misses class time without prior approval. Misses more than one hour of class time.
	Adheres to and provides leadership in the use of class designed norms: including participating in a civil and respectful manner, punctuality and accountability for the learning of the entire group.	Adheres to the use of class norms: including participating in a civil and respectful manner and being punctual.	Does not adhere to the class norms.

Written assignment due **TWO** weeks following class—25 % of grade

	Exemplary (30 points)	Accomplished (27 points)	Not satisfactory (0 points)
Development of a plan for implementing character development in classroom, building, district or community.	<p>Submits—on time—a professionally presented written reflection of the class <u>addressing examples of:</u></p> <ul style="list-style-type: none"> ▪ a raised consciousness regarding issues of character ▪ an increased competency in strategies for creating a climate either in the classroom, building or community that is informed and attentive to the social and emotional needs of students ▪ a commitment plan to utilize what was learned in their own setting/role ▪ Completes online post survey 	<p>Submits—on time—a professionally presented written reflection of the class <u>addressing examples of two of the following three areas:</u></p> <ul style="list-style-type: none"> ▪ a raised consciousness regarding issues of character ▪ an increased competency in strategies for creating a climate either in the classroom, building or community that is informed and attentive to the social and emotional needs of students ▪ a commitment plan to utilize what was learned in their own setting/role ▪ Completes online post survey 	<p>--Submits a paper that is not a professionally presented assignment</p> <p>--Does not address a minimum of two of the three areas of:</p> <ul style="list-style-type: none"> ▪ consciousness ▪ competency ▪ commitment <p>--Does Not Complete online post survey</p> <hr/> <p>Missing Papers will be given a ZERO</p> <p>Late papers will be given a ZERO unless PRIOR consent has been given by the ICD Director of Education</p> <p>Please note—due to this policy and the applied percentages for each component of your grade, graduate credit CANNOT be achieved if the written assignment receives a zero</p>

Grading criteria—to pass this class Graduate Credit requires an A or B; for staff development credit requires an A, B, or C

Grade of A—94-100% Grade of B—87-93.9% Grade of C—80-86.9% Grade of F—79.9% or lower

Point Value---120-113 (A) ---112-105 (B) ---111-96 (C) ---110-0 (F)