



Syllabus: Graduate Teacher Education Courses

ED 500

Course: Are You A Character Educator

Credit Hours: Three credit hours

Course Format: in-person

Instructor Name & Contact Information: Jim Place, 162 Strathmoor Crossing,
Dayton, OH 45429, 937-602-0495
jimplaceservices@gmail.com

Course Description: Students will attend a one-hour presentation by Jim Place, “Are You A Character Educator?” This may be part of an in-service at your school. Students will read the book: Are You A Character Educator? By Jim “Place. Students will participate in a book club discussing with other educators who attended the Jim Place “Are You A Character Educator?” presentation and write a two page reflection on the book club discussions. Students will write a six-page paper responding to the presentation and the book.

Responding to the presentation, book club, book, and individual reflection, each participant will be asked to reexamine and reconnect with their basic philosophies as an educator. The goal is to provide educators with proven strategies that they can immediately implement in their classrooms.

In the book: Are You A Character Educator by Jim Place, the first part is Jim Place’s beliefs and experiences in Character Education. The second part is practical activities implemented by educators who have taken one of Jim Place’s graduate classes.

Required Text(s) and Other Materials: Are You A Character Educator? By Jim Place.

Technology Requirements: Access to Gmail and Google classroom

Course Objectives: Upon completion of the course, the student will have accomplished the objectives listed under the following categories:

Knowledge:

1. Identify strategies appropriate to their content and grade level.
2. Identify significant character education styles and explain the appropriate use of each style.
3. Identify the role of Culture in the success of an educator and provide examples of successful plans to develop a successful culture.
4. Explain PBIS and how various strategies and programs can be implemented in the classroom.
5. Explore the challenges in creating a character education program.
6. Identify proven methods for motivating students who present challenges in the classroom and provide examples of successful plans for motivating these students
7. Identify the characteristics of a positive work environment/school.
8. Explain various ways in which the educator can help his/her staff to build a character education program to improve instruction and the holistic school experience for students.
9. Identify proven methods for improving classroom discipline and provide examples of successful plans for classroom discipline.

Skills:

1. Improve classroom organization, discipline, and leadership.
2. Develop a personal plan for improving the attitude of students.
3. Choose an appropriate style for yourself as a character educator.
4. Demonstrate competence in writing through required assignments.

Dispositions:

1. Explain how improving the classroom culture will result in improved academic performance by the students.
2. Be an active participant in the school's PBIS program.
3. Appreciate the importance of character education in modeling growth behavior for others.
4. Appreciate the complexity of providing effective character education in schools.
5. Model respect for the dignity of the individuals in the school/organization setting.
6. Appreciate the importance of working in a global, multicultural, nonsexist society.
7. Respect for all individuals—their uniqueness and value systems in dealing with others.
8. Appreciate the strengths and weaknesses in one's self and others.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree
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	Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of the system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

Class Description/Overview:

Students will attend a one-hour presentation by Jim Place, “Are You A Character Educator?” This may be part of an in-service at your school.

Students will read the book: Are You A Character Educator? By Jim Place.

Students will participate in a book club discussion with other educators who attended the Jim Place “Are You A Character Educator?” presentation. The book club should meet for a minimum of 90 minutes. This can be done in one or more meetings. Students will write a two-page reflection on their book club discussions.

Students will write a six-page paper responding to the presentation, book club discussion, and the book.

Requirements for Three Credit Hours	Students Effort (hours)
Attend the one-hour live presentation by Jim Place, “Are You a Character Educator?”	1
Read the book <u>“Are You A Character Educator?”</u> By Jim Place (260 pages)	26
Students will participate in a book club discussion with other educators who attended the Jim Place “Are You A Character Educator?” presentation. The book club should meet for a minimum of 90 minutes. This can be done in one or more meetings. Students will write a two-page reflection on their book club discussions.	6
Write a six-page reflection paper. Include how you will implement at least one idea from class into your educational setting. The paper must be typed, double-spaced, 12-point Times New Roman font, following APA protocol.	12
Total for three credit hours	45

Attendance/Participation: Attendance is required for one hour Jim Place presentation, “Are You A Character Educator?”
Participation in the 90 minute Book Club is required.

Grading: Students will earn a Satisfactory (S) or Unsatisfactory (U) grade for this class. To earn a S, students must successfully complete the work as outlined above..

Late Work: An assignment is late if it is not turned in at the place, date, and time established by the instructor. The instructor understands that, at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the instructor before the due date (and not the night before) in order for any extension to be given.

Incomplete Grades: Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct: Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website

at

<https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations: If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty: Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting: Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*

