

Course Title: Character Education Part 1: Community and Cultural Change

Instructor: Clifton Taulbert

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description: Cultural changes in the family structure, the shifting role of parents, and the glorification of violence, drugs, and gang activity in popular culture have all contributed to changes in the behavior dynamics that impact schools, classrooms, and teachers. Students' feelings, emotions, perceptions, and self-esteem or the "affective" dimension are intertwined with the ability to learn; consequently, the increase in negative social behaviors on campus such as bullying not only negatively influence social interactions but impact students' ability to acquire new skills and knowledge. This session also focuses on the need to build adult teams (internally and externally) to implement and sustain a "character" focus that takes into consideration the federal, state, and local mandates of 21st Century educators. Participants will be given guidelines for building a classroom, school, and community that focus on character development and making "character" education a central part of the teaching and learning process, resulting in improved human relationships among teachers and students. Participants discover the avenues to create a moral community in the classroom and identify the role that they play in the process of fostering positive student character traits. This course can be taken alone or with Character Education, Part 2 for additional course credits.

Objectives:

1. Knowledge –at the end of this course, participants will be able to understand
 - a. The effects of an unstable home and learning environment on character,
 - b. The need for character development programs in schools,
 - c. The teacher's roll in the process of fostering student character, and
 - d. The need to engage parents and community in the character development of children.
2. Skills –after this course, participants will be able to apply
 - a. Strategies to develop and implement classroom activities that promote character development,
 - b. Strategies to analyze and critique classroom curriculum to incorporate character development,
 - c. Strategies to develop a plan for morally disciplining students, and
 - d. Strategies to develop character through conflict and problem solving.
3. Dispositions – participants will appreciate out of this
 - a. The role and influence of teachers on character,
 - b. The avenues to create a moral community in the classroom,

- c. The impact of increased parental involvement, and
- d. The “affective” dimension and its impact on learning.

Session Topics (8):

- Character: An Initiative with Far-reaching Consequences Clifton Taulbert
- Why the Character Focus? A Society in Change Clifton Taulbert
- The Cultural Shift: Impact Upon the Classroom Clifton Taulbert
- The Role of the Teacher in the Midst of Change Clifton Taulbert
- The Role of the “Affective” Dimension of the Learning Process Clifton Taulbert
- Character Education on Campus Clifton Taulbert
- The Federal Government in Schools Clifton Taulbert
- The Power of Community: Building and Sustaining Clifton Taulbert

Clifton Taulbert, a Pulitzer nominated author and the President and Founder of the Building Community Institute, speaks throughout the world on the critical issue of building community and developing a set of emotionally satisfying relationships within all the places of our living and creating an environment branded by Respect, Affirmation, and Inclusion. He is also the author of the internationally acclaimed book, *Eight Habits of the Heart*, a book that provides the framework on which to build, maintain, and sustain a powerful, effective, and caring Community.

Methods of Instruction:

Percentage of Course Credit

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8) 5%
- Graded post assessments (8) 20%
- Video lectures (8) 35%
- Polling questions
videos Included in
- Study guides (8) (60 to 100 pages)
- Handouts
- Projects 40%

Texts (included in program)

- Study guide provided in the program (100 - 200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)

Grading:

Grading Requirements include a Lesson Plan or Implementation Plan and a Guided Reflection.

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at the participants' leisure within two months from the day they begin the course.