A PROGRAM EVALUATION OF THE CHARACTER EDUCATION AT A JUNIOR HIGH SCHOOL IN SAINT LOUIS COUNTY

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ABSTRACT

Starting with the Ancient Greeks, Pilgrims, Puritans and Quakers and now all school districts across the United States of America are faced with continually increasing challenges of developing students who are well-rounded human beings capable of making moral and ethical decisions in an ever-increasing immoral and unethical world (Lickona, 1996; Riley, 2001). The purpose of this program evaluation is to examine how association between student-to-student and student-to-teacher, which includes fighting and bullying, disrespect and insubordination, have been affected from the inception of a school-wide character education program to a national character education program recognition.

The program study indicates there is no significant limitation or reduction in the relationship involving discipline referrals from the inception of the character education to the national recognition. This leads to a conclusion that the national recognition may be less concerned about reduction in discipline referrals, and may put more weight on practice, procedures and policy.