



# Chaminade University OF HONOLULU

## ED 223 Music, Art, and Physical Education Spring Day Undergraduate Program: January 11, 2016 to May 5, 2016

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| <b>Semester/Year</b> Spring 2016  | <b>Instructor:</b> Sheri Fitzgerald, M.Ed.   |
| <b>Course# and Credits:</b><br>ED 223-01-1<br>3 credits   | <b>Email:</b> sheri.fitzgerald@adjunct.chaminade.edu<br><br><u>Do not contact me via e-mail on the eCollege system.</u> Instead, please use the e-mail address above instead. The Chaminade e-mail address is aligned to my phone and will alert me so I can provide you immediate assistance.               |
| <b>Title:</b><br>ED 223 Music, Art, and Physical Education  | <b>Telephone:</b><br>808-457-9116 (cell phone)   |
| <b>Course Format:</b><br>On-Ground <i>with online component</i> (eCollege)<br><b>Classroom:</b> Brogan Hall 101<br><b>Class Meeting Times:</b><br>Tuesdays & Thursdays (weekly) from 1:00 to 2:20pm<br><b>Online (eCollege):</b> Weekly   | <b>Office Hours:</b> By appointment only.<br>*Generally, I will be on campus Tuesday/Thursday from 10:30am to 1:00pm, and also available most of these days to meet after class (2:30pm).<br><br>Call 808-457-9116 if I am not on campus during these times and I will return your call as soon as possible. |
| <b>eCollege:</b> <a href="http://chaminade.ecollege.com/">http://chaminade.ecollege.com/</a><br><b>LiveText:</b> (For final assignment only) <a href="http://www.livetext.com">www.livetext.com</a>   |  |
| <b>Required Textbooks:</b> <ul style="list-style-type: none"><li>• <i>Rhythms of Learning: Creative Tools for Developing Lifelong Skills</i> (1991) by C. Brewer &amp; D. G. Campbell. Chicago, IL: Zephyr Press. ISBN: 0-913705-59-4</li><li>• <i>Arts With the Brain in Mind</i> (2001) by E. Jensen. Alexandria, VA: ASCD. ISBN: 978-0-87120-514-8</li></ul> <b>Other Resources used in this Course:</b> <ul style="list-style-type: none"><li>• <i>Arts First: An Essential Arts Toolkit for the K-5 Classroom Teacher</i> by Hawai'i Alliance for Arts Education (<a href="http://www.hawaiiartsalliance.org">www.hawaiiartsalliance.org</a>)</li><li>• Hawai'i Content &amp; Performance Standards III: Fine Arts K-5<br/><a href="http://165.248.72.55/hcpsv3/benchmarkmaps/">http://165.248.72.55/hcpsv3/benchmarkmaps/</a> (use the K-8 Comprehensive Reports feature)</li></ul> |  |

- National Association for Music Education standards <http://www.nafme.org/my-classroom/standards/>
- National Art Education Association standards <http://www.arteducators.org/research/naea-standards>
- Shape America national standards <http://www.shapeamerica.org/standards/>
- National Common Core State Standards (Math & ELA) <http://www.corestandards.org>
- Next Generation Science Standards (NGSS) <http://www.nextgenscience.org/next-generation-science-standards>
- C3 Framework for Social Studies State Standards <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

### **Catalog Description:**

#### **ED 223 Music, Art, and Physical Education (3)**

This course provides activities for classroom use that help children develop an appreciation of vocal and instrumental music from diverse cultures and creative expression using the body in space. Hands-on exploration of various art media and teaching strategies for applying art media and design principles to classroom situations and creative development in children are included. Materials fee. Includes a field-based service-learning component.

### **Guiding Philosophy**

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawaiian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

### **Education Division Mission Statement**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

### **Marianist Values**

1. Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

3. Education and the Family Spirit ('Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

**Licensure Program Learner Outcomes (PLOs)**

1. PLO1: Content Knowledge (Knowledge of subject matter).
2. PLO2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. PLO3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).
4. PLO4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
5. PLO5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. PLO6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. PLO7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8. PLO8: Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

**Course Objectives:**

*At the end of this ED 223 course, the students will:*

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| <b>CLO 1</b><br><i>(HTSB 3,4,5,6,7)</i> | Students will explore, discuss, and experience strategies that allow for basic artistic, creative, and innovative skills to be used in the classroom in the forms of music, art, and movement.   |
| <b>CLO 2</b><br><i>(HTSB 5,6,7)</i>     | Students will be able to develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).  |
| <b>CLO 3</b><br><i>(HTSB 1-8)</i>       | Students will be able to demonstrate strategies to support literacy development across the content areas with Art, Music and Movement, in order to provide an academic equilibrium that is inclusive of all cultures, peoples, and places. |

## **Essential Questions Addressed in This Course:**

**Keep the following essential questions in mind as we move through this course, as they will serve as our pre- and post-assessments.**

- How do you successfully implement rich and multicultural art, music, and P.E./creative movement activities in a classroom?
- How do lesson plans incorporating art, music, and P.E./creative movement support all learners and promote emotional, physical, and cognitive development across the educational spectrum?
- How does the integration of the arts and physical education support content instruction?
- How can teaching the arts and movement with the brain in mind engage students and empower them with the abilities to express themselves fully?

## **Assignments/Rubrics**

- **Pre- and Post-Assessments** – These assessments will be given at the beginning and at the end of the course during the on-ground sessions at the beginning and end of the regular DUG term. You will be given two sets of KWL assessments: one for pedagogy and one for content. The first task will be to answer the essential questions in this course (pedagogy) and essential questions for the content and mindsets behind the subject areas using the KWL prompts provided. For the pre-assessment, only the ‘K’ and ‘W’ prompts should be answered in their respective columns. For the post-assessment, you will be asked to use the same KWL chart you filled out in the pre-assessment and then place your answers in the ‘L’ portion of the KWL chart. You will only be scored on this activity based on the amount of detail you reasonably provide. There is no right or wrong answer.

### **KWL Chart (10 points for each post-assessment)**

| Essential Questions   | K<br>(What You Know) | W<br>(What You Would Like to Know) | L<br>(What You Learned) |
|---|----------------------|------------------------------------|-------------------------|
| EQ 1: How do you successfully implement rich and multicultural art, music, and P.E./creative movement activities in a classroom?  |                      |                                    |                         |
| EQ 2: How do lesson plans incorporating art, music, and P.E./creative movement support all learners and promote emotional, physical, and cognitive development across the educational spectrum? |                      |                                    |                         |
| EQ 3: How does the integration of the arts and physical education support content instruction?  |                      |                                    |                         |
| EQ 4: How can teaching the arts and movement with the brain in mind engage students and empower them with the abilities to express themselves fully?  |                      |                                    |                         |

**Weekly Participation Rubric (10 points per week)**

| <b>Criteria for Participation</b> | <b>Meets</b>   | <b>Your Score</b> |
|-----------------------------------|--|-------------------|
| Engagement                        | Student is actively engaged physically, emotionally and cognitively in learning and focused on the task at hand (2 points)   |                   |
| Communication                     | Student communicates with others effectively by demonstrating a deep understanding of the content studied and questions given, by providing solid analysis, showing active listening, and asking for clarification when needed. (2 points) |                   |
| Collaboration                     | Student collaborates with others by understanding each individual's strength and areas for growth and utilizing that knowledge to reach the objective given by the instructor (2 points)   |                   |
| Critical Thinking                 | Student displays the ability to think at a high cognitive level through words expressed orally and on paper (2 points)   |                   |
| Creativity                        | Student creates new and original ideas by synthesizing the information being learned to reach the objective provided by the instructor (2 points)  |                   |
|                                   | Total Score:   | /10<br>points     |

**Art, Music, Drama Reviews** (Two reviews, at 10 points each)

1. Visit a museum or art gallery like the Honolulu Museum of Art or the Contemporary Museum. Select one work of art and use the instructor guidelines (will be given in class) on art critique to write a one- to two-page art review. This could include drawings and/or photos of the art in the review.
2. Visit one music or movement-based performance such as the symphony, children's theater (I'm actually planning one for us at the Hawai'i Theater for Youth), music festival, modern/traditional/cultural dance concert, or any live musical event. Write a reflective, one- to two-page paper on your experience, with descriptions/details relating to music and/or movement, utilizing key terms that you have been learning in this course. Include any photos if you feel that this will enhance the reflection/review.

*\*Since you are taking this course to learn how to provide enriching music, art, and movement experiences for children in elementary school, select your pieces and performances appropriate to this age group.*

### **Group Integrated Mini-Lesson Plan and Presentation** (20 points)

As a group (2-3 students per group), plan and develop an integrated lesson that includes at least one of the three forms focused on for this class (music, art, movement) with one or more core subjects (mathematics, English language arts, science, social studies). This is a mini-lesson plan that can be presented/experienced in this Chaminade class, spanning no more than 20 minutes. You will be given guidelines, and expected to use the Understanding by Design (UbD) lesson plan format to be provided in class. Select a grade level (K-6) and appropriate standards to be addressed. We will review the UbD process in class as well, to give everyone a foundation and justification for the backward design process. *\*Templates and peer review rubrics will be provided in class.*

Consider activities for this mini-lesson that are feasible in terms of time and resources (including cost), and of course that are engaging and stimulating intellectually, emotionally, and physically. See me if you may need assistance with resources and use of space for this mini-lesson, and if you need resources from C-TRAC and the art supplies at CUH.

### **Service Learning Assignment** (35 points)

All students who take part in this ED 223 course are required to complete a service-learning project that spans the 15-week term. Research has shown that an effective way to increase engagement with learning is through experiential and active learning strategies that take place in the community (Whitley & Walsh, 2014). To keep this assignment simple yet meaningful, you will be asked to spend at least five hours (ten hours is optimal) in your respective community providing service to others in relation to the arts or physical education (in this case, music, art and creative movement; or P.E.). To complete this assignment successfully, please follow the steps below. *Get started on this process as soon as possible.* Because there are few assignments in the first week of the course, I suggest you start the process at that time, and discuss any potential service-learning project sites with me (the instructor) first, to get approval of an authentic and valid selection for this ED 223 course.

**POLICIES:** You must choose a site based on the following criteria.

- Community partner must be a non-profit organization or social service/education provider.
- Service should aim to meet the needs of underprivileged youth. (For example, the local Boys and Girls Club, the Public Library, an after school program like Kama'aina Kids, or A-Plus would provide for suitable opportunities to offer services in the form of the arts or physical education.)
- Service must be unpaid work; you should not be employed at the site.
- If another course has assigned you to service learning, you will be allowed to utilize the same hours for this course. However, the service and the reflection you create for this service learning assignment should incorporate the theories and principles learned in this course alone.

**TO BEGIN,** read the instructions for service-learning:

[http://www.chaminade.edu/service\\_learning/instructions.php](http://www.chaminade.edu/service_learning/instructions.php)

Linked to these instructions is an online registration form. Complete it; then PRINT the Connection Form (you'll be prompted to do so). This will be your "contract" with the site you choose. Find a site that fits the criteria above, and present the site's supervisor with the attached letter, along with your Connection Form. I would like you to complete a timesheet (with supervisor signature/initials for each time you visit) and evaluation form from the project site manager who will be overseeing you. You may use the same letter and form provided from the Chaminade University Service-Learning office.

If you decide to complete at least ten hours of service at this single project site for the semester, then you should consider completing the forms officially. Below are the instructions:  
**BEFORE 1/22/2016**, submit your completed Connection Form to Henry 117, OR mail it to Chaminade University, Service-Learning, Henry 117, 3140 Wai‘alae Ave., Honolulu, HI 96816. Alternatively, you can email scanned forms to [service.learning.CUH@gmail.com](mailto:service.learning.CUH@gmail.com) . You’ll then receive your timesheet/evaluation form. (If it’s your first time as a volunteer at the site you choose, you may need to attend training, according to site policy. Training time does not count as “hours” but should be useful to you.) Do service as scheduled. Bring your timesheet for a signature each time you do service. Timesheet/Evaluation forms are due **BEFORE 4/22/2016**. Submit in the same manner as the Connection Form, above.

**REFLECTION PAPER REQUIREMENTS:**

Write a two-page reflection, sharing what you learned during your service-learning experience that will help you to be able to apply the concepts and theories you’ve learned in this ED 223 course successfully in the future. Grading will be based on the learning demonstrated through your reflection paper (prerequisite: five to ten hours completed w/good supervisor evaluation). Your paper should be typed, double-spaced, and in APA format. If you are fulfilling a CUH official service learning requirement, then submit a copy of your paper to [service.learning.CUH@gmail.com](mailto:service.learning.CUH@gmail.com) . Hard copies of the project time sheet, evaluation, and reflection paper will be due in class on 4/28/2016.

**Service Learning Project Rubric**

| <b>Rubric Criteria</b>                                   | <b>Meets</b>  | <b>Your Score</b> |
|--|---|-------------------|
| Reflection   | The paper contains descriptions of the experience as it relates to integrating music, art, and/or movement into the curriculum/program. There should be insights on how experiential and active strategies can enhance learning in the community while also working towards a common goal.<br>(15 points) |                   |
| Connections to Core Marianist & Hawaiian Cultural Values | The information shared in the paper and the presentation directly answers how specific Marianist Academic Beliefs and Hawaiian Cultural Values were reached through this service-learning project.<br>(10 points)   |                   |
| Performance/Product(s)                                   | The presenter is well dressed, articulates his/her words clearly, and displays confidence in body language and content of the topic being shared. Any special artifacts and/or photos of performances/products for this project are shared in this presentation.<br>(10 points)                           |                   |
|  | Total Score:  | /35<br>Points     |

## **Integrated Lesson Plan** (40 points)

Start creating your integrated lesson plan by choosing a particular grade level and subject you would like your plan to focus on. Secondly, refer to this website <http://standardstoolkit.k12.hi.us/> to utilize either Common Core Standards or HCPS III standards in your unit plan that can be copied into your lesson plan. You may also need to include the National Social Studies standards (C3 Framework for Social Studies Standards) and/or the Next Generation Science Standards (NGSS). The core subject areas you choose for your integrated lesson plan should be specifically addressed, in addition to the music, art, and/or movement concepts, skills, theories, etc. In addition, following the UbD process of backward design, you will be asked to write at least one essential question for the integrated lesson plan. To learn more about writing essential questions, please visit the ASCD website on the topic of essential questions: <http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx>.

Finally, keep in mind that the objective of this integrated lesson plan assignment is to see if you can put into practice some of the principles and theories learned in this course. As with the group assignment on the mini-integrated lesson plan, you will be provided with the UbD lesson plan template and we will review the backward design process, including elements of essential questions, enduring understandings/big ideas, and student learning outcomes. The rationale for developing such an integrated lesson plan is to reveal what you've learned in this course, i.e. Structured Practice and Application, Instruction, Assessment, theoretical principles. Thus, I will need to see you apply well what you've learned in this course. Remember that some of the information you will use to create this lesson plan is hypothetical. You have the license to be able to "make up" scenarios in this lesson plan to answer the questions/prompts given. In particular, when asked to provide differentiated instruction, you are at liberty to create the types/number of students in your classroom who will need accommodations. For more about differentiated instruction, feel free to visit this site (short video clips): <http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx>.

## **Rubric for Integrated Lesson Plan**

| <b>Rubric Criteria</b>                            | <b>Meets</b>   | <b>Approaching Expectations</b> | <b>Below Expectations</b> | <b>Your Score</b> |
|---|--|---------------------------------|---------------------------|-------------------|
| Essential Questions & Student Learning Objectives | Essential question(s) for the lesson is (are) engaging and provocative, and drives the student learning objectives for the lesson. The learning objectives are observable/measurable and connected to standards and benchmarks. (8 Points) | (7 Points)                      | (6 Points and below)      |                   |
| Learning Goals                                    | Two or more standards/benchmarks from the art/music/movement are integrated with one or more core subject areas in this integrated lesson. (6 Points)  | (5 Points)                      | (4 Points and below)      |                   |

|                                    |  |              |                      |                        |
|------------------------------------|--|--------------|----------------------|------------------------|
| Assessments                        | Assessments are authentic, valid, and performance/product-based, and they are connected directly to the expected learning outcomes and the learning goals (standards/benchmarks) of the lesson. (9 to 10 Points) | (8 Points)   | (7 Points and below) |                        |
| Instructional Strategies           | Strategies provided are based on research/studies and/or principles covered during this course. (7 Points)   | (6 Points)   | (5 Points and below) |                        |
| Creativity/Critical Thinking       | The student applies critical thinking skills and creativity to engage students and apply learning theories associated with music/art/movement. (5 Points)  | (4 Points)   | (3 Points and below) |                        |
| Formatting & Written Communication | Writing in neatly organized and easy to follow. In text citations and references are provided when referring to research. There are no/few errors in spelling, punctuation and grammar. (4 Points)               | (3 Points)   | (2 Points and below) |                        |
|                                    |  | Total Score: |                      | Total Score /40 points |

**Signature Assignment: ED 223 Course Portfolio** (50 points)

Using the principles and theories learned in this ED 223 course on Music, Art, and P.E., you are asked to compile your work in the format of an e-Portfolio for your signature assignment. This electronic album is a thoughtful and reflective compilation of the art, music, and movement activities and the learning you have completed for this ED 223 course. You should include a table of contents for this e-portfolio, and may organize this by weeks or by subjects (use your creativity!). You should include all major projects completed for this course, including artifacts such as photos, video clip links, etc. Each piece/project should have an instructional and reflective component, showing any connections to learning theories in art, music, and movement, and also connections to the Marianist Core Values and Hawaiian Cultural Values.

*A signature assignment rubric will be available in LiveText, where the e-Portfolio will be submitted.*

### **Course Assessments and Grading:**

| Assignment  | Points         | Estimated Total   |
|---|----------------|-------------------|
| Attendance and Weekly Participation (15 weeks)                        | 10 Points Each | 150               |
| Pre-/Post-Assessments (KWL) (2)                                       | 10 Points Each | 20                |
| Art, Music, Drama Reviews (2)   | 10 Points Each | 20                |
| Group Integrated Mini-Lesson Plan & Presentation                      | 20 Points      | 20                |
| Service-Learning Project (Paper & Presentation)                       | 35 Points      | 35                |
| Integrated Lesson Plan  | 40 Points      | 40                |
| Signature Assignment: ED 223 Course e-Portfolio (LiveText submission) | 50 Points      | 50                |
|   | <b>TOTAL</b>   | <b>335 Points</b> |

#### **GRADE Ranges:**

|                |   |
|----------------|---|
| 300-335 Points | A |
| 270-299 Points | B |
| 235-269 Points | C |

#### **Participation and Punctuality:**

Submit all assignments on time and participate fully. Unless there is a valid reason for work late work, approximately 5 percentage points will be taken away each day work is turned in late.

#### **Education Division Attendance Policy:**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

**Excused Absences:** With regard to excused absences, it is expected that students will participate in all class sessions. Excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. In cases where excused absences constitute a significant portion of a course's meetings (e.g., a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

**Unexcused Absences:** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules. For this class, the online portion applies:

- With regard to online courses and/or the online portion of hybrid courses, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. In this course, logging on at least once a week for 15 weeks is required.
- If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.
- Any student who stops participating in an online course without officially withdrawing may receive a failing grade.

### **Academic Honesty**

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, faculty members may choose to confront the student and handle the matter between the faculty member and the student or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director to determine whether the evidence collected warrants an investigation or to consider other strategies to deal with the issue. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

### **APA Manual**

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

### **Disability and Full Inclusion Statement**

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **Knowledge/Skill/Disposition (KSD)**

The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values. Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course. Referrals can also be made to the Dean for our students taking non-education courses.

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible. CHECK YOUR WEEKLY SCHEDULE UNDER COURSE HOME in the syllabus for this course on eCollege regularly for changes.