Chaminade University
O F   H O N O L U L U

Instructor: Katrina Roseler   **Office Hours: T/R 9-11am**
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Required Texts*: Wiggins, G.P., & McTighe, J. (2005). *Understanding by design, expanded 2nd edition*. Alexandria, Va: Association for Supervision and Curriculum Development.

You may purchase or rent this text through the Chaminade University bookstore (link provided) or other sources. *This text is available through the Sullivan Family Library (link provided) using your CUH ID and password.

Course Catalog Description -This course provides an examination of the broad aims of education through the inquiry approach on the sciences, including physical science, botany, zoology, earth elements, geography, and history. Emphasis is on writing a science-based curriculum that unfolds throughout all the content areas and that is developmentally and culturally appropriate, and on preparing learning center materials. Current research is examined. Prerequisites: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Essential Questions:
1. What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
2. How do I create an effective integrated curriculum that includes the necessary resources, materials, tools and subjects?

Mission Statement:
The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

Chaminade Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

This course addresses the Marianist value of "*integral, quality education*". Even though the Elementary Education program offers subject-specific methods courses, your work towards integrating those subjects will elevate your teaching while improving student engagement and

learning. This course is the opportunity for you to solidify what you have learned during the prerequisite courses. Activities in this course will challenge you to apply the knowledge and skills that you have curated across the program in order to develop an integral learning experience for K-6 students.

Program Learning Outcomes (PLOs):
Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes (CLOs):
In this course, students will:

1. reflect upon engagement in integrated learning experiences (PLO 2; Teaching Reflection Assignments)
2. create original and integrated curricular materials for K-6 students (PLO 1 & 2; UbD Planning). These materials will
   a. have a foundation in science and be supported by learning activities in Math and Language Arts;
   b. integrate appropriate, relevant and meaningful technology;
   c. be founded on research-based best practices (e.g., place-based, case-based, problem-based, and project-based learning)
3. engage in professional networks beyond the course. (PLO 4: Community of Practice Assignments)

Alignment of learning outcomes

	CLO 1	CLO2	CLO3
Marianist Values	Provide an integral quality education Educate for adaptation & change	Educate for adaptation & change Provide an integral quality education Educate for service, justice & peace	Provide an integral quality education
CUH Core Competencies	Written Communication	Written Communication Critical Thinking	Written Communication
Program Outcomes	2	1, 2	4

Course Requirements

Late Work Policy
Deadlines are created in order to allow students time to process and collaborate on assignments as well as allow the instructor an opportunity to evaluate participation and engagement. When the deadline for an assignment has passed and a student has failed to engage in the required learning activity with his/her colleagues, that opportunity/experience cannot be recreated or revisited. ***If an assignment are submitted late, without prior notification and agreement with the instructor, the assignment will not receive full credit.***

Rewrite/Resubmission Policy
Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis. **No rewrites will be provided on the final submission of the Signature Assignment** (i.e., Final project).

Writing Policy:
All written work is to be word-processed, proofread, and solely the work of the author. Written work should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from Student Support Services and Kokua ike - (Tutoring Center).

Group Work/Cooperative Learning Policy
Learning and engagement in science and engineering is a process that requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the online discussions supports your learning as well as the learning of others in this course.

Appropriate Technology (Smartphones/Laptops/Tablets).
Laptops, tablets and smartphones will be used during course activities to support individual and group learning activities. Students are encouraged to bring their devices in order to support their learning. However, students are urged to minimize functions that will detract from learning.

Chaminade University student classroom policy indicates that cell phones are not to be used in class without instructor approval. Distractions that inhibit your ability to fully engage in learning should be minimized or eliminated. Every effort will be made to motivate your engagement in course activities, however distractions such as text messages, emails and posts on social media take away from your ability to learn as well as your contribution to others in the course. Please make a conscious decision to minimize or eliminate distractions of this nature.

Grading:

Percent	Grade
90 – 100%	A
80 – 89%	B
70 – 79%	C
60 - 69%	D
0 – 69%	F

Grade Dissemination Much of the evidence for learning in this course is written. Personal and meaningful feedback on assignments may take 30 minutes to multiple hours of time per student. In order to honor the time you invest in engaging in learning activities, so should I invest time in the evaluation of that learning. My goal will be to return graded assignments within one week of the due date.

Basis for Final Grade Students in this course will be evaluated in 2 areas; pedagogical learning and content/personal learning. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

Assignment groupings	% of grade	CLO	Assignment Description
UbD Planning	50	2	Unit planning
Content and Skills	20	1	Integrated learning experience
Teaching Reflection Tasks	20	2	Teaching Reflections
Communities of Practice	10	3	Participate in one or more communities beyond the course

Tentative Activities and Assignment Schedule

Week	Course Activities	CLO
1	● Integrated Learning Experience - TBD	1
2	● Integrated Learning Experience - TBD ● Community of Practice	1, 3
3	● Integrated Learning Experience - TBD	1
4	● Integrated Learning Experience - TBD	1
5	● Science Education as an integrated learning experience ● Introduction to Integrated Curriculum ● Integrated Learning Experience - Debrief	2
6	● UbD Stage 1: Identifying desired outcomes ● Teaching Reflection #1 ● Community of Practice	2, 3
7	● UbD Stage 2 - Determining acceptable evidence	2
8	● UbD Stage 3 - Developing a learning plan ● Teaching reflection #2	2
9	● Resources to support learning ● Teaching reflection #3	2
10	● Designing engaging lessons ● Teaching reflection #4 ● Community of Practice	2, 3
11	● Designing engaging lessons ● Teaching reflection #5	2, 3
12	● Scaffolding for failure	2, 3
13	● Unit Plan Critique ● Teaching Reflection ● Community of Practice	2, 3
14	● UbD Unit Plan Stages 1, 2 & 3 ● Feedback	2, 3
15	● Course Reflection	1, 2

University Policies

Title IX Compliance

Title IX of the Education Amendments of 1972 and its implementing federal regulations prohibits discrimination on the basis of sex or gender in the University's programs and activities. Institutions that receive federal assistance from the Department of Education must operate in a nondiscriminatory manner. Higher Education issues addressed by Title IX include:

- Recruitment, admission and counseling
- Financial assistance
- Athletics
- Sex-based harassment
- Education of pregnant and parenting students
- Employment
- Single-sex education

Chaminade University of Honolulu recognizes the inherent dignity of all people. Chaminade University is committed to providing an educational and work environment that is free from sexual misconduct and harassment in any form including, but not limited to, sex or gender discrimination, including sexual misconduct such as sexual harassment and sexual assault, stalking, and domestic and dating violence. These behaviors are harmful to the well-being of our community members, the learning/working environment, and collegial relationships among our students, faculty, and staff. All forms of prohibited conduct under this policy are regarded as serious University offenses, and violations will result in discipline, including the possibility of separation from Chaminade University. State and federal laws also address conduct that may meet Chaminade University's definitions of prohibited conduct, and criminal prosecution may take place independently of any disciplinary action instituted by Chaminade University.

Notice of Nondiscrimination

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

ADA Accommodations

Chaminade University of Honolulu offers accommodations for **all actively enrolled** students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua ʻIke: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua ʻIke via email at ada@chaminade.edu each semester if changes or notifications are needed.

Academic Conduct:

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.