



Chaminade University OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: ED 420

Course Title: Integrated Curriculum

Department Name: Education

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2023

Course Credits: 3

Class Meeting Days: T/R

Class Meeting Hours: 11:-00-12:20

Class Location: Brogan 102

Instructor Name: Katrina Roseler

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Phone: 808.440.4215

Office Location: Brogan 102

Office Hours: M 9:00-12:00

University 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.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

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.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Model Code of Ethics for Education

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Course Learning Outcomes

By the end of our course, students will be able to:

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 Course 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 Prerequisites

The following education courses are prerequisites for ED 420: ED 220, ED 320, ED 321, ED 322, ED 323, ED 324, ED 325, and ED 326.

Required Learning Materials*

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 Website: <https://chaminade.instructure.com/courses/28153>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Basis for Final Grade. Students in this course will be evaluated in 4 areas; planning, content & skills, reflections on teaching, and professional networking. 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

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

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.

Course Policies

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).

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.

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 - \(Tutoring Center\)](#) (link provided).

Instructor and Student Communication

Questions for this course can be emailed to the instructor at katrina.roseler@chaminade.edu. Please indicate the course number (i.e., ED 420) in the subject line of your email. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours, but may take longer over weekends and holidays.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Tentative Activities and Assignment Schedule

Week	Course Activities	CLO
1	<ul style="list-style-type: none"> ● Integrated Learning Experience - TBD 	1
2	<ul style="list-style-type: none"> ● Integrated Learning Experience - TBD 	1
3	<ul style="list-style-type: none"> ● Integrated Learning Experience - TBD 	1
4	<ul style="list-style-type: none"> ● Integrated Learning Experience - TBD ● Community of Practice 	1, 3
5	<ul style="list-style-type: none"> ● Science Education as an integrated learning experience ● Introduction to Integrated Curriculum ● Integrated Learning Experience - Debrief 	2
6	<ul style="list-style-type: none"> ● UbD Stage 1: Identifying desired outcomes ● Teaching Reflection #1 ● Community of Practice 	2, 3
7	<ul style="list-style-type: none"> ● UbD Stage 2 - Determining acceptable evidence 	2
8	<ul style="list-style-type: none"> ● UbD Stage 3 - Developing a learning plan ● Teaching reflection #2 	2
9	<ul style="list-style-type: none"> ● Resources to support learning ● Teaching reflection #3 	2
10	<ul style="list-style-type: none"> ● Designing engaging lessons ● Teaching reflection #4 ● Community of Practice 	2, 3
11	<ul style="list-style-type: none"> ● Designing engaging lessons ● Teaching reflection #5 	2, 3
12	<ul style="list-style-type: none"> ● Scaffolding for failure 	2, 3
13	<ul style="list-style-type: none"> ● Unit Plan Critique ● Teaching Reflection ● Community of Practice 	2, 3
14	<ul style="list-style-type: none"> ● UbD Unit Plan Stages 1, 2 & 3 ● Feedback 	2, 3
15	<ul style="list-style-type: none"> ● Course Reflection 	1, 2

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life. For further information, [please refer to the Chaminade Catalogue](#).

Schedule

Include a schedule for all class meetings which includes dates and topics to be covered. You may also want to include readings, assignments, and holidays or non-instructional days.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

Activity group	Hours of engagement
Class sessions	38.5 hours
UbD Planning	55 hours
Content & Skills	20 hours
Teaching Reflection	15.5 hours
Communities of Practice	8 hours
Total	137 hours

