



ED420 Course Syllabus (Fall 2024, 3 Credits)
Integrated Curriculum (CCPI)
School of Education and Behavioral Sciences
[Chaminade University Honolulu](#)
3140 Waialae Avenue - Honolulu, HI 96816

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Office Hours: By Appointment
Office Location: Online

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

Required Texts:

None - All texts will be provided on the course Canvas page.

Essential Questions:

- What resources, materials, tools and subjects are incorporated into effective integrated curriculum?
- How do I create an effective integrated curriculum that includes the necessary resources, materials, tools and subjects?

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

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Model Code of Ethics for Educators:

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.

Program Learning Outcomes (PLOs):

Upon completion of the program, 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):

1	Students will be able to identify, evaluate and further develop currently available K-6 integrated curricular materials.
2	Students will be able to create original and integrated curricular materials for K-6 students. These materials will a) have foundations in science and social studies and be supported by learning activities in math and ELA; b) integrate appropriate, relevant and meaningful technology; and c) be founded on research-based best practices in STEM education (e.g., place-based, case-based, problem-based, and project-based learning).

Alignment of Learning Outcomes:

	CLO 1	CLO 2
Essential Questions	EQ 1, 2	EQ 1, 2
Marianist Values	MV 2	MV 2
WASC Core Competencies	WASC 1, 4	WASC 1, 4
Program Learning Outcomes	PLO 2, 3	PLO 2, 3

Course Information:

CUH Marianist Values

This course aligns with the Marianist value of providing an integral quality education. By combining the various disciplines students have studied thus far (ELA, mathematics, science, and social studies), this course shows how each field is vital to students' overall understanding of complex issues and topics. This serves to provide a quality education, not only to the students enrolled in this course, but also to the future students they will teach as they embark on their careers as educators.

Readings

Multiple readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning.

Course Communication

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Grading

Assignments should be turned in on the due date noted in the syllabus or otherwise indicated in class; late assignments will result in a loss of points and will negatively impact your grade in the course.

Each assignment this semester will be worth ten points. Your overall grade will be determined by the percentage of the total points you have earned.

Letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	D (69-60%)	F (59-0%)
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Syllabus

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.

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.

Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#)

Disability Access:

The University is committed to providing reasonable accommodations for all persons

with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

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

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend approximately 32 hours in class, 50 hours studying, planning, and preparing the lessons they will write for this course, and 53 hours actually writing out the lessons and responses that will be turned in for the assignments. The coursework will be fairly evenly distributed throughout the semester, with 7-9 hours per week (including seat time) in the early part of the term and 9-11 hours per week (including seat time) in the later part of the term.

Activities Schedule

Week	Assigned Readings
1	Topic: Course Introduction
2	Topic: Big Ideas
3	Topic: FSM Standards (Part 1)
4	Topic: FSM Standards (Part 2)
5	Topic: Chuukese Children's Stories - Finding the Big Idea
6	Topic: Chuukese Children's Stories - Identifying Reading & Writing Lessons
7	Topic: Chuukese Children's Stories - Identifying Math & Science Lessons
8	Topic: Unit Plan Development - The Big Idea
9	Topic: Unit Plan Development - Assessment & Student Understanding
10	Topic: Unit Plan Development - Assessment & Student Understanding
11	Topic: Make Up Work
12	Topic: Unit Plan Development - Reading & Writing Lessons (Vernacular)
13	Topic: Unit Plan Development - Reading & Writing Lessons (English)
14	Topic: Unit Plan Development - Math & Science Lessons
15	Topic: Course Wrap Up and Reflections