



School of Education and Behavioral Sciences

## ED 223 Course Syllabus (CUH Flex, 3 Credits) Music, Art, and Physical Education – Online, Asynchronous

Credits: # 3    Section: #Fall Flex 2025

### Instructor Information

**Instructor:** Denise Dugan

**Email:** [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu)

**Office Hours:** Tues & Thurs 11:30 am-12:30 pm

**Virtual Office:** [Virtual Office Hours Link](#)

**Virtual Office Hours:** Tues 11:30 am-12:30 pm, Thurs 3:45-4:45, and Friday 9:30am-10:30am

### Communication

Questions for this course can be emailed to the instructor at [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu). For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

### School & Department Information

**Department:** School of Education and Behavioral Sciences

**Term:** Summer Flex 2025, 15 week course

**Class Meeting Days:** Asynchronous, at your own pace

**Class Meeting Hours:** Asynchronous, at your own pace

### Course Description & Materials

#### Catalog Course Description

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.

### **Required Materials**

Responsive Classroom for Music, Art, PE, and Other Special Areas by Center for Responsive Schools, Inc. 2016. ISBN: 978-1-892989-84-0

### **Canvas**

This course can be accessed through your Canvas dashboard at

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

## **Learning Outcomes**

### **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, and integrity of creation.
5. Educate for adaptation and change.

While all five characteristics are present in this course, we will pay particular attention to “education for service, justice, and peace.” This course addresses that characteristic by looking at the ways in which art and music can highlight the diversity present in your classroom. We will also explore how the lack of physical education in elementary classrooms is a social injustice that disproportionately impacts students from lower socioeconomic backgrounds. By the end of this course, you will develop lessons that address service, justice, and peace in the elementary classroom.

### **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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

#### **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.

#### **CUS Core Competencies:**

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

#### **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):

Upon completion of this course, students will be able to:

1. 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.
2. Develop and deliver lesson plans suited for the elementary classroom that demonstrate the use of music, art, and movement (creative and/or coordinated).
3. 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.

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2	2	4
PLOs	2	2	5

### Technical Assistance for Canvas Users:

- How do I get help with Canvas as a student?
- 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 (<https://chaminade.edu/advising/kokua-ike/>) 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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Assessment:

This course is utilizing a Flex model, meaning the only due dates you have are 1) Milestone 1, which is due by 11:59pm on the 7th day of this class; and 2) Milestone 2, which is due by the end of week 11. The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you, as long as you complete all assignments by the end of the term.

I will grade all assignments within three school days of submission. If you submit on Monday, it will be graded by the end of the day on Thursday. Weekends and holidays will take longer for a response.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

- Assignments 80%
- Unit Plan Concept 10%

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

In this course, letter grades are defined as follows:

A

100-90%

B

89-80%

C

79-70%

D

69-60%

F

59-0%

### **Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at Denise.dugan@chaminade.edu. Zoom or phone conferences can be arranged. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

### **Email Guidelines:**

- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

### **University Policies**

#### **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](mailto: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.

### **Academic Honesty Policy:**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the CUH website.

### **Plagiarism**

Submitting someone else's writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is



a serious breach of academic honesty. According to Chaminade's Academic Policies and Procedures, (Student Handbook 45): "Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University." Re-using assignments from other courses is not allowed. **The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class unless explicitly told to use it for an assignment. It should not be used to correct your writing, as it flags as AI generated, and this is a writing class, so kind of pointless for me to grade AI on writing. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in your failure of the entire course.**

#### **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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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.

This course is made up of 9 modules, each of which will take approximately 15 hours to complete. The estimated time required to complete each assignment is listed below in parentheses. For example, the second assignment in the list below is estimated to take 1.5 hours to complete: "Student Introduction and Course Plan

(1:30)".

## Readings & Due Dates

Module	Assignment	Days after enrollment due date
1	<b>Milestone 1 Student Introduction &amp; Course Plan (1:30)</b>	7
1	Write a "Where I'm From" Poem (2:00)	2
1	Poetry Reading Response (1:30)	3
1	Responsive Classroom, Introduction and Chapter 1 Reading Response (2:00)	4
2	Social Justice Reading Response (2:00)	9
2	Characteristics of Marianist Universities Reading Response (2:00)	10
2	Responsive Classroom, Chapter 2 Reading Response (2:00)	11
3	Physical Education Reading Response (1:30)	16
3	Kindergarten PE Lesson (1:30)	17
3	Responsive Classroom, Chapter 3 Reading Response (2:00)	18
4	Instructional Strategies Reading Response (1:00)	22
4	Hidden Curriculum Reading Response (1:30)	23
4	Hidden Curriculum Research Project (3:00)	24
4	Responsive Classroom, Chapter 4 Reading Response (1:30)	25
5	Arts Education Reading Response (1:30)	29
5	<b>Milestone 2 "Reading" Works of Art (2:00)</b>	30
5	Let Your Motto Be Resistance Reading Response (1:30)	31
5	Responsive Classroom, Chapter 5 Reading Response (1:30)	32
6	Music Listening Journal (2:00)	37
6	Music Listening Reading Response (2:00)	38
6	Responsive Classroom, Chapter 6 Reading Response (2:00)	39
7	Write a "Celebrating Skin Tone" Poem (1:00)	42
7	Write an "I am" Poem (1:00)	43
7	Write a "Name" Poem (1:00)	44
7	Poetry Reflection (1:30)	45
7	Responsive Classroom, Chapter 7 Reading Response (1:30)	46
8	Honolulu Museum of Art (2:00)	50
8	Honolulu Theatre for Youth (2:00)	51
8	Responsive Classroom, Chapter 8 Reading Response (1:30)	52
8	Responsive Classroom, Chapter 9 Reading Response (1:30)	53
9	Lesson Concept Project (11:00)	59
9	Course Reflection (1:15)	61`