

CHAMINADE UNIVERSITY

School of Education and Behavioral Sciences

ED 223: Music, Art, and Physical Education

Online Asynchronous | Credits: 3 | Section: Fall Flex 2026 | Term: Fall Flex 2026 (August 17, 2026 – December 11, 2026)

Instructor Information

Instructor	Denise Dugan
Email	denise.dugan@chaminade.edu
Phone	808.735.4833
Office Location	Brogan 114
Office Hours	Tues & Thurs 11:00am–12:00pm
Virtual Office	Virtual Office Hours Link
Virtual Office Hours	Tues & Thurs 11:00am–12:00pm, and Thursday 5:00pm–6:00pm

Communication

Questions for this course can be emailed to the instructor at 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

School	College of Education and Human Development
Location	Brogan Hall, 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog 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.

Co-requisites/Pre-Requisites: Not specified in original syllabus

Course Snapshot

Modality	Online Asynchronous
-----------------	---------------------

Time Commitment	This is a three-credit hour course requiring a minimum of 45 hours of engagement per credit hour (135 clock hours total), per the CUH Credit Hour Policy. This course is made up of 9 modules, each of which will take approximately 15 hours to complete over the 15-week term.
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 is delivered through Canvas and can be accessed via your Canvas dashboard at https://chaminade.instructure.com/courses/

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the undergraduate B.S. program in Elementary Education, students will be able to:

- Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
- Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
- Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary students.
- Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
- 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:

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

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:

- Education for formation in faith.
- Provide an integral, quality education.
- Educate in family spirit.
- Educate for service, justice and peace, and integrity of creation.
- 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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

- Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 364) — May I live by God.
- 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.
- Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
- 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.
- 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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2	4	
PLOs	2	2	5	
Native Hawaiian Values				
Gen Ed Outcomes (if applicable)				

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

- This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor in each course Module. Logging in without completing activities does not count as participation.
- This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines. **Milestone 1 Assignment is due by 11:59 pm on the 14th day of the course.** If this assignment is late, you may be dropped from the class. **Milestone 2 Assignment is due by the halfway point of the course** *[you can modify the Milestone 2 due date]*. All other assignments can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.

- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)
 - Weekly graded work (discussions, assignments): within [X] school days of the due date
 - Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Not explicitly specified in original syllabus. Per the Attendance Policy, students should notify the instructor when illness or other extenuating circumstances prevent completion of assignments; it is the instructor's prerogative to modify deadlines accordingly.
Extra Credit	Not specified in original syllabus
Incomplete Grade	If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete." This provides the student with 30 days beyond the end of the term to complete all outstanding course requirements. 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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Assignment weighting: Assignments 80%; Unit Plan Concept 10%.

Important Information

Academic Honesty

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools.

Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

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

Students with Disabilities Statement (Kōkua ‘Ike)

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended;

and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if unsure whether they have appropriate documentation of their disability or its impacts. Learn more at <https://chaminade.edu/ada-accommodations>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua ‘Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu ; chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua ‘Ike)	Individualized support in English, math, nursing, sciences, and social sciences, plus goal-setting and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Job search strategy coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal.	chaminade.edu
Campus Safety / SafeSwords	Security escort for students who feel unsafe walking alone on campus.	SafeSwords Webpage

Readings & Due Dates (from ED 223 Course Schedule)

This section is carried over from the original ED 223 syllabus. It lists each module's assignments, the estimated hours to complete each (in parentheses), and the due date expressed as days after enrollment.

Module	Assignment	Days After Enrollment Due
1	Milestone 1: Student Introduction & Course Plan (1:30)	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

Module	Assignment	Days After Enrollment Due
4	Responsive Classroom, Chapter 4 Reading Response (1:30)	25
5	Arts Education Reading Response (1:30)	29
5	Milestone 2: “Reading” Works of Art (2:00)	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

Required Textbook Reading Note: Weekly readings include Responsive Classroom for Music, Art, PE, and Other Special Areas (Center for Responsive Schools, Inc., 2016), chapters 1–9, as listed above.