University of Hawai‘i West O‘ahu  
EDEE 324: Health, Physical Education & Movement  
Fall 2015  
online at Laulima.com  

Kumu (Instructor) Information  

Dr. Gloria Niles, Assistant Professor, Special Education & Health  
Email: gniles@hawaii.edu (response within 24 hours)  
Office hours: (in person) by appointment,  
          (online) via Blackboard collaborate  
Office phone: (808) 689-2497  

Ho‘oluna (Introduction)  
Dr. Gloria Niles joined the faculty of the University of Hawai‘i West O‘ahu as an Assistant Professor in Special Education & Health in Fall 2015. She holds a B.S degree in Organizational Management from Patten University, MS.Ed degree in Online Teaching and Learning from California State University, East Bay, and a Ph.D. in Special Education Leadership from Capella University where she was the recipient of the Phenomenal Woman Scholarship in 2008. Dr. Niles also earned a professional degree as a Doctor of Chiropractic from Life Chiropractic West, with postgraduate certification in Neurology. Dr. Niles taught Neuroanatomy, Neurophysiology and a variety of clinical courses, and served as Academic Dean of Palmer College of Chiropractic Florida.  

Dr. Niles holds teaching credentials with the Departments of Education in Florida, California and Hawaii in Special Education P-12, and General Education K-3 in Florida. She has a decade of experience teaching special education in Florida and California at a variety of grade levels between preschool and 8th grade, and from full inclusion to self-contained classrooms for students with moderate to severe disabilities. Dr. Niles specializes in teaching students with Autism Spectrum Disorders and Early Childhood Education. Her research interests include applications of cognitive neurosciences to the pedagogy of exceptional learner, student engagement, special education teacher education and professional development.  

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**UHWO Teacher Education Mission Statement**

The University of Hawai‘i West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

**Conceptual Framework**

The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

• delivering high quality instruction that addresses the needs of the whole child;
• embracing social justice and equity for all;
• becoming reflective practitioners and life-long learners.

**Course Description**

EDEE 324 Health, Physical Education and Movement (3)

Pre: Completion of EDEE 310 WI Education in American Society with a “C” or higher grade or concurrent enrollment.

This course provides experiences for elementary teacher candidates to create interactive learning opportunities for children, as they develop personal and social responsibility for a healthy lifestyle. Emphasis is placed on integrating concepts of health, physical education, and movement across all subject areas in the elementary school curriculum. Focus on National and Hawai‘i Health Education Standards.

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Credit hours

Health, Physical Education & Movement (EDEE 324) is an online, 3-credit course. Contact hours are accumulated exclusively online, as follows: For every credit-bearing contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 9 hours per week to course requirements. Your Laulima online assignments include, but are not limited to, reading textbook chapters and other assigned readings; meaningful engaging in asynchronous dialogues; developing and sharing original health-integrated activities and lesson plans; reflecting on integrated physical and health activity-based instruction.

Academic Integrity

Academic integrity is expected of every candidate. The guiding principle of academic integrity is that a student’s submitted work must be the student’s own.

Statement on Plagiarism.

Copying the work of professional writers or other students and then turning it in as one’s own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Self Plagiarism.

Assignments for which credit was earned in previously completed coursework at any institution of higher education may not be submitted again for credit in EDEE 324.

Academic Honesty.

The following unethical behaviors are expressly forbidden:

1. Collaborating with one or more students in order to:
   a) conduct research, write a research paper, response paper, unit of study, or lesson plan;
   b) write journal entries or video responses;
   c) develop portfolios or activity files;
   d) falsify attendance in class, during practicum, or at an educational event that is part of the course requirement.

2. Turning in for credit a duplicate or revised research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or
elsewhere.

3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O‘ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Students with Disabilities**

You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design.

**Course Materials & Resources**

The following textbooks and online resources are needed to access required readings for this course.

**Textbooks.**


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Online Resources.


- [Heads Up: Concussion in youth sports](https://www.cdc.gov/concussion): Center for Disease Control (CDC). Candidates are required to complete the Heads Up training provided by the CDC, and upload the certificate of completion in Laulima. This assignment will be uploaded as Quiz 8.

**UHWO Distance Education (Off Campus Access to Library Resources)**

**Service Learning & Community Engagement (Kokua Kaiaulu)**

Teacher candidates are required to participate in a minimum of 15 hours of service learning and/or community engagement as part of the requirements for EDEE 324. The service learning and community engagement activities will provide experiences that will help plan experiential, culturally-based learning activities that promote physical and health literacy for your future students, while also contributing to your personal Lōkahi.

There are several opportunities sponsored through UHWO, as well as other opportunities to volunteer in the community with programs and activities related to health and physical activity within our local community.

On the Laulima course site, in the Clog (Collaborative Log) you are encouraged to enter blog post entries of reflections of your service learning / community engagement experiences. You will be required to include your journal entries in your final course project (Integrated Wellness Portfolio). The service learning section is 35% of the final project grade. You can choose to keep a private journal that you include in your portfolio. However, for the benefit of collaborative learning, you are strongly encouraged to share your reflections through your blog.

**UHWO Sponsored Activities**

- **MALA UHWO Student Organic Garden Saturday Work Days** with Dr. Albie Miles
  8:00 AM -11:00 am September 5 & 19, October 3, 17, & 31, November 14, December 5th.

- **MALA Tuesday Workdays**
  Every Tuesday 3:00 pm - 5:00 pm Student Organic Garden.

- **Mala ‘ai Workshops**
  Thursday, September 17, 2015 1:30 pm - 2:30 pm

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Pesto Making

Thursday, October 15, 2015 1:30 pm - 2:30 pm

Summer Rolls

Thursday, November 19, 2015 1:30 pm - 2:30 pm

Kimchi

Intramural Sports

Halloween Volleyball Bash
Saturday, October 24, 2014 5 pm - 10 pm
Mahiko District Park Gym

Thanksgiving 3 on 3 Basketball Jam
Saturday, November 27, 2015 5 pm - 10 pm
Mahiko District Park Gym

Palehua Forest with Thomas Anuheali'i
Saturday, September 19, 2015 or Saturday, October 24, 2015
Palehua Forest 9:00 am - 3:00 pm meet at UHWO by 8:00 am to carpool.

Ka’ala Farms Cultural Learning Center
Saturday, October 3, 2015 or Saturday, November 7, 2015
Ka’ala Farms, Wai’anae Kai 9:00 am - 3:00 p.m. meet at UHWO by 8:00 am to carpool.

E’ala Voyaging Canoe
Saturday, October 10, 2015 or Saturday, November 21, 2015
Wai’anae Boat Harbor 9:00 am - 3:00 p.m. meet at UHWO by 8:00 am to carpool.

Local Community Activities

Access Surf
Saturdays September 5, October 3, November 7 or December 5, 2015
White Plains Beach. New volunteer orientation begins at 8:00 am. Event 9:00 am - 1:00 pm.
Submit the volunteer form through the Access Surf website.

If you would like to volunteer to assist with a school garden at a local school, or have other ideas to complete your service learning / community engagement kuleana (responsibility), please consult with Dr. Niles first.

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Access to Technology

UHWO Policy for Online Courses
Students who are participating in courses with online components shall confirm that they have the following minimum IT requirements:

1. Windows (preferred) or Macintosh based computer with the capability to run a web browser (such as Firefox), media software (such as RealPlayer), other application software and/or plug-ins needed to access or run content (such as Adobe Reader or Java), and play audio/sound. For computer recommendations, refer to http://www.hawaii.edu/askus/585

2. Internet Service Provider (ISP) to provide reliable broadband Internet service.

3. Able to access Laulima (online course management system) via web browser (Mozilla Firefox is recommended).

4. Recent version of Microsoft Office (Word, Excel, and PowerPoint).

Laulima Online Course Website.
Access to a reliable computer and the Internet is required. You will be participating in interactive online dialogues via the course website on Laulima. All assignments, dialogues and quizzes will be submitted via the Laulima course website and returned to you electronically. Assignments will not be accepted outside of submission through the Laulima course website.

For assistance with Laulima website difficulties, do the following:
Scroll to the very bottom of any Laulima page and click on "Request Assistance." Fill out the online form and submit it. Laulima tech staff at Manoa will send you a reply via e-mail. They are good at troubleshooting in this way, since the problem report captures information about your computer such as browser, operating system, etc., all of which helps to determine the problem.

TaskStream Account.
In the end of the semester, you will be required to upload to TaskStream the final draft Signature Assignment (Integrated Wellness Project Proposal). Go to www.taskstream.com to register or renew your account. Additional resources to assist with your TaskStream account can be found in the Syllabus section on the left navigation bar of this course website.
Learning Outcomes and Standards Alignments

Foundations

Student Learning Outcomes (SLOs):
The teacher candidate will . . .

- Compose written responses to prompts associated with assigned readings on a weekly basis.
- Engage in asynchronous, online dialogues with peers.
- Describe what it means to educate for health.
- Reflect on the value of a comprehensive coordinated school health program.
- Design lessons that incorporate kinesthetic pedagogical strategies for learning through movement.

UHWO Institutional Learning Outcome (ILO-1, ILO-5)

- (ILO-1). Effective Communication:
  Use relevant information to communicate clearly and effectively to an intended audience through written and spoken language.

- (ILO-5). Community Engagement:
  Demonstrate engagement with campus life, the broader community or service to others through the use of co-curricular resources, participation in extracurricular activities or service learning.

Education Division Learning Outcomes (DLO-5, DLO-7)
(HTSB/InTASC Standards):

- (DLO-5). Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Utilizing the weekly dialogues and activity assignments of this course, the candidate will be able to apply new knowledge of current health related trends while applying this knowledge to future curriculum planning.

- (DLO-7). Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as knowledge of learners and the community context. Candidates will develop cross-disciplinary lesson strategies that

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demonstrate knowledge of pedagogical practices for incorporating kinesthetic activities into the curriculum.

Concentration (Elementary Education) Learning Outcomes (CLO 3.1) (ACEI Standard 3.1):

- Integrating and applying knowledge for instruction. Candidates will utilize weekly activities in the planning and integration of future classroom activities.

Evidence:

- Weekly dialogues, service learning and community engagement, unit assessments and quizzes covering content from assigned readings, course materials and resources.
- Course Assignment 1: (Lōkahi Wheel)
- Course Assignment 3 (Health Literacy Project: Digital Storybook)
- Course Assignment 4 (Health Education Integrated Kinesthetic Lesson Plan)

Content

Student Learning Outcomes (SLOs):

The teacher candidate will. . .

- Students will apply knowledge and understanding of cognitive and behavioral approaches to health education by demonstrating an understanding of habits of health (health behaviors) and habits of mind (cognitive behaviors) through dialogue assignments. (Course Assignment 2).
- Demonstrate an understanding of health literacy by creating a digital storybook as a non-fiction source of information. The digital story book will address a behavioral habit of health, aligned to Hawaii Content and Performance Standards for Health and the National Health Education Standards (Course Assignment 3)
- Create an Integrated Wellness Project proposal that applies key concepts for each unit of the course (Educating for health, physical activity, and kinesthetic pedagogy).

UHWO Institutional Learning Outcome (ILO-4):

- (ILO-4). Disciplinary Knowledge:
  Demonstrate knowledge of the purview, process and contributions within an academic discipline. Candidates will include knowledge of methods, history, major works, applications, technologies and/or ethical standards associated with an academic discipline or a student’s declared concentration of study.

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Education Division Learning Outcomes (DLO-4) (HTSB/InTASC Standards):

- **(DLO-4). Content Knowledge:**
  The effective teacher reflects and utilizes new content knowledge as a basis of support for students in the classroom setting.

Concentration (Elementary Education) Learning Outcomes (CLO 2.1-2.7)
ACEI Standard 2.1-2.7


Evidence:
- Quizzes
- Dialogue Assignments
- Course Assignment 2 (Cognitive Behavioral Approach to Health Education Essay)
- Course Assignment 5 (Wellness Enhancement Proposal Letter)
- Integrated Wellness Project Portfolio

Assessment

Student Learning Outcomes (SLOs):
The teacher candidate will...

- Create a physical/health activity project portfolio aligned to the School Health Index published by the Center for Disease Control.
- Applies key concepts from the three units of the course (Educating for Health, Physical Activity, and Kinesthetic Pedagogy) to lesson plan activities.
- Gain knowledge of the symptoms and potential impact of concussions on academic performance.

UHWO Institutional Learning Outcome (ILO-4): Discipline Knowledge:

- Demonstrate knowledge of the purview, process and contributions within an academic discipline. Candidates will include knowledge of methods, history, major works, applications, technologies and/or ethical standards associated with an academic discipline or a student’s declared concentration of study.

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Education Division Learning Outcomes (DLO-3) Learning Environment
HTSB/InTASC Standards:

- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Candidates will create a learning environment in which their future students will learn and expand on the health related curriculum, in a safe and supportive setting, for the development of personal and social responsibility for a healthy lifestyle.

Concentration (Elementary Education) Learning Outcomes (CLO 3.4)
ACEI Standards: Active Engagement in Learning

Evidence:

- Candidates’ physical/health activity project portfolio will incorporate student and community participation throughout the lesson.
- Course Project 4: (Health Education Integrated Kinesthetic Lesson Plan)
- Course Project 5: (Wellness Enhancement Proposal Letter)
- Integrated Wellness Project Portfolio (Signature Assignment).

The No’eau Center
The No’eau Center offers services designed to help students improve their overall academic performance. Tutoring in writing and many other subject areas is offered by appointment, on a walk-in basis, and online via email. Students may schedule an appointment by emailing or calling the center or stopping by to make an appointment at the front desk. Workshops are also offered on topics including literature reviews, research papers, various formatting styles (e.g. MLA, APA, Chicago), studying for exams, and resumes and interviews. Testing services and ADA accommodations are also available. For more information, stop by the No’eau Center (Library, B203), visit our website (www.tinyurl.com/noeaucenter), or call 808-689-2750.

Succeeding Online
EDEE 324 is delivered entirely in the online environment of Laulima. Because there are no required face-to-face meetings with the instructor or the class, it is essential to utilize your written communication skills to their utmost capacity.

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1. Understanding the difference between logging on, attendance, and participation is a crucial first step toward success in the online course format.

- **Logging On**
  When you “log on” you might spend a great deal of time reading the course content. While the system can track how long you spend in the course, it cannot tell exactly what you are doing. Consequently, “logging on” is important, but it is not considered a factor in either attendance or participation.

- **Attendance**
  Attendance is also monitored internally by the system. To be in attendance each week you must post a message in any of the class dialogues a minimum of two separate days within the course week. The course week begins on Sunday morning 5:00 a.m. and ends the following Sunday evening at 11:59 p.m (HST). By posting all weekly assignments on time, you will automatically meet the attendance requirement.

- **Participation**
  In the online course format, the success of the each learner is interdependent on active engagement of everyone enrolled in the course, with consistent activity by all candidates enrolled in the course and the instructor. Therefore, participation in this course is a significant component of the final grade, which is reflected in your dialogue assignments. Participation is calculated both on quantity and quality of the posts that are topic driven and meaningful to the development of the course dialogue. To earn maximum credit for participation, two substantive posts in the dialogues on three different days of the week are expected. Please refer to the dialogue Assignment Rubric for further details on the quantitative and qualitative expectations for dialogue participation.

2. **Ground Rules for Online Course Netiquette:**

- **Participate:** This is a shared learning environment. It is not sufficient to login and read the dialogue thread of others. For maximum benefit to all, everyone must contribute consistently.

- **Report Glitches:** Due to the fact that dialogue forums are electronic, they break from time to time. If for any reason you encounter difficulty participating, please inform me of the issue via email gniles@hawaii.edu. Chances are others may be experiencing the same issue. It is my goal to have the course material on the website operate seamlessly so that your focus remains on the learning experience.

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Be a Team Player: Some may have more experience navigating online courses than others. Give others a hand when you can, and don’t be shy about ask your peers for help. There will be a dialogue thread open throughout the course specifically for this purpose.

Be Complete: Read everything in the dialogue thread before replying. This will help you avoid repeating something that someone else has already contributed, or pose the same question in response to a posting that someone else has already asked. When you agree or respectfully disagree, state the reasons why with supporting evidence.

Be Concise: Your writing should clearly articulate your point without being verbose. Be direct. Stay on point. Don’t lose yourself, or your reader in overly wordy sentences and paragraphs. Adhere to the posted word length ranges for substantive and responsive posts documented in the dialogue post rubric.

Be Professional: The online course is a professional learning environment. When drafting your dialogue posts, write as if you were composing an email to a professional colleague. dialogue posts require a professional writing style, but not as academically formal as a term paper. Correct spelling, grammatical construction and sentence structure are expected in all written documents (substantive and responsive dialogue posts, course assignments, email correspondences, etc).

Cite your sources: If your contribution to the conversation includes the intellectual property (authored material) of others such as books, newspaper, magazine or journal articles (online or print), the work of the author must be given proper recognition. Digital photographs, video clips, diagrams, etc. must also have cited image credit. For formal writing, APA style is the required format for referencing citations.

Emoticons and Texting: Social media and text messaging has spawned a body of linguistic shortcuts that are not part of the professional dialogue. Please refrain from social and text lingo such as :-) faces, lol, idk, & c ul8r’s as well as emoji.

Online voice: Just as the content of your writing must demonstrate a level of professionalism, your online voice in your writing style must be professional and respectful as well. Beware of the electronic footprint you leave behind. Using all upper-case letters is unprofessional form, similar to stomping around and yelling at somebody in a face to face encounter.

Aloha Spirit: Demonstrate your aloha spirit by respecting the ethnically rich and diverse, multi-cultural oasis in which we live. Use no language that is, or that could be construed to be, offensive toward others. Racist, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at

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religious beliefs, disabilities, age or any other unique characteristic symbolizing the diversity of our beautiful human race.

- **Be honest, yet fair:** Differences in opinions and perspectives are expected in the academic environment. However, criticism must be constructive, well-meaning, and well-articulated. You can explain your position and how it differs from what you perceive from the posting of another person. However, rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher order language.

- **Always proof your work:** Language is your primary tool in an online environment. Be mindful. How other perceive you will be largely (as always) up to you. Review your written posts and responses to ensure that you’ve conveyed exactly what you intended. This is an excellent opportunity to polish your proofreading, revision, and rewriting skills. These are valuable assets in the professional world for which you are now preparing as a teacher candidate.

### Learning Units (LU)

EDEE 324 consists of the following five learning units.

- **LU 0: Opening ceremony** - course week 1
  During the Opening Ceremony learning unit, you will be introduced to the course, the instructor and your classmates. You will complete an introductory dialogue assignment and a practice quiz. These are required activities, but will not be graded. This is your opportunity to gain familiarity with the expectations and requirements of the course.

- **LU 1: Educating for Health** - course weeks 2 - 8
- **LU 2: Physical Activity** - course week 9
- **LU 3: Kinesthetic Pedagogy** - course weeks 10 - 14
- **LU 4: Closing ceremony** - course weeks 15 - finals week

### Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Quantity</th>
<th>Points</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive Posts (SP)</td>
<td>12</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Responsive Posts (RPa &amp; RPb)</td>
<td>24</td>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>Course Assignments (CA)</td>
<td>5</td>
<td>40</td>
<td>200</td>
</tr>
</tbody>
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| Quizzes (QZ)  | 11 | 10 | 110 |
| Final Exam (“Signature Assignment”) (SA) | 1 | 100 | 100 |
| Total Points Possible | | | 650 |

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Percentage Range</th>
<th>Course Grade</th>
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</thead>
<tbody>
<tr>
<td>650-617</td>
<td>100% - 95%</td>
<td>A</td>
</tr>
<tr>
<td>616-520</td>
<td>95%-80%</td>
<td>B</td>
</tr>
<tr>
<td>519-455</td>
<td>79%-70%</td>
<td>C</td>
</tr>
<tr>
<td>454-422</td>
<td>69%-65%</td>
<td>D</td>
</tr>
<tr>
<td>421 or less</td>
<td>&lt; 65%</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: All course requirements are essential components to help you become a highly effective teacher. Skipping assignments, posts, quizzes or any other course requirement is unacceptable. One missing component will result in an “I” Incomplete grade, and must be remedied by the due date documented on the course calendar. More than one missing component will result in an automatic reduction of your course grade by one letter grade. There will be no exceptions to this policy.

Dialogue Assignments:

12 graded dialogue assignments will be required throughout the course. Each dialogue assignment consists of a Substantive Post (SP) and two Responsive Posts (RPa & RPb) posted by each dialogue author. Each dialogue assignment focuses on the reading assignment and course materials and resources from the previous course week. Some dialogue assignments will also incorporate learning from the course assignments. The “dialogue Assignment Guidelines” are posted in the EDEE 324 Resources file under EDEE 324 Rubrics.

Substantive Posts (SP): (120 points possible)

Substantive posts (SP) are your dialogue assignments. A total of 12 substantive posts will be required throughout the course. Each substantive post will demonstrate your understanding and application of the required reading assignment, and resources from the learning unit. Some dialogue threads will also integrate learning from the course assignments. dialogue assignments must be posted during the assigned week for the post, no later than 11:55 p.m. on Tuesday (HST). The Substantive Post Rubric will be used as the grading criteria, with each substantive
post earning a maximum of 10 points. The dialogue author is required to respond to questions posed by the instructor or peers to their substantive posts. Dialogue assignments should range from 300 to 600 words. The abbreviation used for substantive posts will be SP followed by the number for the particular substantive post. The “Substantive Post Rubric” is posted in the EDEE Resources folder under EDEE 324 Rubrics.

Responsive Posts (RPa & RPb): (120 points possible)
For each dialogue assignment, you are required to post a response to two substantive posts of two different dialogue authors. You are expected to respond to a variety of peers throughout the course. Points will be deducted for always responding to the same dialogue assignment authors, unless the you are exceeding the minimum number of responses. Responsive posts must address specific components of the original post, extend a point made in the original post or in a responsive post within the dialogue thread, and pose an additional question in order to encourage dialogue. The first responsive post (RPa) for each dialogue assignment is due by Wednesday at 11:55 p.m. (HST). The second responsive post (RPb) is due by Thursday at 11:55 p.m (HST) of the week of the dialogue assignment. The Responsive Post Rubric will be used as the grading criteria, with each dialogue response earning a maximum of 5 points. Graded responsive posts (two per dialogue thread RPa and RPb) should range from 125 to 300 words. The “Responsive Post Rubric” is posted in EDEE 324 Resources in the EDEE 324 Rubrics folder.

### Dialogue Assignment Due Dates and point penalties

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue assignment opens at midnight.</td>
<td>SP due by 11:55PM</td>
<td>RPa due by 11:55 PM</td>
<td>RPa due by 11:55 PM</td>
<td>Continue dialogue</td>
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<tr>
<td></td>
<td></td>
<td>SP 2pt. penalty</td>
<td>SP 4 pt. penalty</td>
<td>SP 6 pt. penalty</td>
<td>SP 8pt. penalty</td>
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<td></td>
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<td>RPa 1 pt. penalty</td>
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<td>RPa 2pt. penalty</td>
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<td>RPa 1 pt. penalty</td>
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<td>RPa 2pt. penalty</td>
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Course Assignments (CA): (40 points each, total of 200 points possible)
Five course assignments will be required throughout the course. Each assignment will have specific instructions, resources and a rubric posted in the designated assignment folder. The assignments will be used to cumulatively develop an integrated wellness project proposal as your final exam (signature assignment)

Course Assignment titles include:
● CA1: Lōkahi Wheel
● CA 2: Cognitive Behavioral Approach to Health Education Essay
● CA 3: Health Education Literacy Project
● CA 4: Health Education Integrated Kinesthetic Lesson Plan
● CA 5: Wellness Enhancement Proposal Letter

Quizzes (QZ): (110 points possible)
Eleven graded quizzes (qz1 - qz11) will be required during this course. You are expected to complete quizzes independently. However, you can utilize any of the course materials. Quizzes will assess your understanding of key concepts related to the reading assignments, dialogue assignments and course materials. There will be one ungraded quiz (qz0) during the Opening Ceremony (Learning Unit 1) to familiarize you with the test/quiz feature of the course.

Signature Assignment (SA) (100 points possible)
The signature assignment serves as your final exam for the course. The signature assignment is a an accumulation of the 5 course assignments, 3 selected substantive post with an additional summary, and blog/journal entries and a log of your service learning / community engagement experiences. All of these documents will be combined and organized into one document to create an Integrated Wellness Portfolio. As each course assignment is graded and returned, you will have the opportunity to improve the assignment based on instructor feedback, before incorporating the course assignment into your Integrated Wellness Portfolio.

The purpose of the Integrated Wellness Portfolio is a document that could be presented to your future mentor teacher or future department chair or administrator for wellness based learning activities in your classroom. The Integrated Wellness Portfolio will demonstrate your commitment as an educator for health who facilitates the development of habits of health and habits of mind in accordance with the National Health Education Standards.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society