Course Number:	EDUC 608/ ED 461
Course Title:	Montessori Child Development
Credit:	3 Credits
Department Name:	Education Division
Instructor Name:	Elizabeth Park, Ph.D.
Email:	epark@chaminade.edu
Phone:	808-735-4859
Office Location:	Brogan Hall 119 (Campus Map)
Office Hours:	By appointment
Instructor Information:	Elizabeth Park, Ph.D.
Other Contact Information (Zoom):	https://zoom.us/my/epark
Term:	Fall 2019
Dates:	October 7, 2019-December 16, 2019
Zoom Meetings (Optional):	Week 3 and Week 7 Sundays 4 p.m. HST
Class Location:	Canvas

AMS Curriculum Summary:

- **AMS Course Component Name**: Child Development
- **Hours:** 40 Hours
- **Specified Dates**: DE with IR Observation & Participation
- **Instructor(s)**: Elizabeth Park, Ph.D.
- **Course Description:** This course covers Montessori philosophy including theories of development, stages of development, areas of development such as physical, cognitive, emotional, social development, and current research.

Required Textbook(s):

Bee, H. L., & Boyd, D. G. (2012). *The developing child*. Upper Saddle River, NJ: Pearson Education, Inc.

Montessori, M. (1995). *The absorbent mind*. New York, NY: Henry Holt & Company LLC ISBN: 0-8050-4156-7. You can click here to view a free PDF version of this book.

Highly Recommended:

Montessori, M. (1989). *From childhood to adolescence* (2nd ed.). New York: Schocken ISBN 0-8052-0500-4

Montessori M. (1989). *The formation of man*. Oxford, England ISBN 1-85109 097 5

Montessori, M. (1956). *The child in the family*. New York: Avon Books ISBN 0-350-0109608

Catalog Description:
This course introduces Montessori's planes of development and theory of child development. Includes theories of development, stages of development, areas of development and current research with emphasis on cultural responses to the universal elements of development.
Required course for Montessori Credential, cross-scheduled with ED 461.

Conceptual Framework:
The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to a mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Major Course Topics:
1. Major theories of child development;
2. Montessori's theory of child development; the planes of development, including milestones of physical, psycho-emotional, language, and cognitive development including the work of current theorists.
3. Comparison of Montessori's theory of child development with other major theories of development.
4. Creating a curriculum based on the social, emotional, cognitive, and physical development of children.

Program Learning Outcomes (PLOs):
Successful teacher candidates in Chaminade University of Honolulu's initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. **Content Knowledge** (*Knowledge of subject matter*)
2. **Developmentally Appropriate Practice (***Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning*)
3. **Pedagogical Content Knowledge** (*Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner*)
4. **Educational Technology** (*Knowledge of and application of appropriate technology for student learning*)

5. **Assessment for Learning** (*Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning*)
6. **Diversity** (*Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)*
7. **Focus on Student Learning** (*Skills in the planning and design of meaningful learning activities that support and have a positive impact on student learning based upon knowledge of the subject matter, students, the community, curriculum standards, and integration of appropriate technology*)
8. **Professional & Ethical Dispositions and Communication** (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)

COMPETENCIES FOR MONTESSORI TEACHER CANDIDATES (2013)
  I. **Knowledge**
      A. Montessori Philosophy
      B. Human Growth and Development
      C. Subject matter for each Course Level* not to exclude:
            1. Cosmic education
            2. Peace education
            3. Practical life
            4. The arts
            5. Fine and gross motor skills
      D. Community resources for learning
  II. **Pedagogy** Adult Learner understands:
      A. Correct use of Montessori materials
      B. Scope and sequence of the curriculum (spiral curriculum)
      C. The prepared environment
      D. Parent/teacher/ family/community partnership
      E. The purpose and methods of observation
      F. Planning for instruction
      G. Assessment & documentation
      H. Reflective practice
      I. Support and intervention for learning differences
      J. Culturally responsive methods
  III. **Practice** Adult Learner demonstrates and implements:
      A. Classroom leadership
      B. Authentic assessment
      C. The Montessori philosophy and methods (materials)
      D. Parent/teacher/ family partnership
      E. Professional responsibilities
      F. Innovation and flexibility

At the end of this course, the students will:

CLO 1 *(HTSB 1,2,5)* *(NAEYC 1,5)*	Comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis on two and one-half years to six years of age.
CLO 2 *(HTSB 9)* *(NAEYC)*	Demonstrates evidence of personal growth through self-evaluation and introspection.
CLO 3 *(HTSB 1,2,3,4,5)* *(NAEYC1,5)*	Identify, discuss and analyze the impact of Montessori's child development theory and other's child development theories on learning, focusing especially on connecting knowledge of content areas to students' prior experiences, personal interests, and real-life situations**.**
CLO 4 *(HTSB 1,2, 3, 4,5, 8)* *(NAEYC 1,3)*	Demonstrates the observation, documentation, and analytical skills necessary for planning and recording the progress of children.

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X	X						
CLO 2	X							X
CLO 3	X	X				X	X	
CLO 4	X	X			X	X		

Essential Questions Addressed in This Course

Essential Questions	**Related CLOs**	**Related PLOs**
What are the key components of Montessori's theory of child development and how are these components informed by other theoretical frameworks of child development?	1, 3	1,2,
Why study child development?	1, 3	1,2,3,4, 5, 6, 7, 8
How does Montessori's theory of child development influence teaching and learning; identity development of teachers and learners and the behavior of teachers and learners?	1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8

Key Teaching-Learning Strategies This is an online course. The key instructional, learning, strategies and activities include:
- Readings
- Online Lessons
- Online discussions
- Written assignments
- Concept mapping
- Observations
- Anecdotal Recording/Writing
- Visual presentations
- Individual research
- Self-Reflection
- Rubrics

Course Learning Objective	Instructional Activities	Assessment/s
CLO 1	Readings, Online Lessons, Online Discussions.	Online Discussions, Observations, Anecdotal Writing, Visual Representations, Individual research
CLO 2	Readings, Online lessons, Online Discussions, Individual Research, Visual presentations.	Self-reflections, self-assessment rubrics
CLO 3	Online lessons, online discussions, concept mapping, observations, anecdotal writing, visual representations, individual research.	Self-reflections, self-assessments rubrics
CLO 4	Observations, anecdotal writing, online lessons.	Self-reflections, self-assessments rubrics, anecdotal writing.

Course Requirements

Assessment: Your performance in this course will be assessed on the following:

- **Attendance & Participation (10%):** Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility, and respect, in discussions posts and responding to another's post and activities.

- **Discussions (20%):** Responses to the questions related to the readings should be posted to the Discussion board by the scheduled due date per the syllabus. Full points will be awarded to responses that are submitted on time, are thorough and reflect an understanding of the resources/readings in their response.

- **Assignments (30%)**
    - **Observation Planning:** For full points, you will submit your observation visit plans by the due date.
    - **Theories of Child Development (Infographic):** You will create an infographic on theories of child development and submit by the due date.
    - **Infant Toddler & Early Childhood Development (Infographic):** You will create an infographic on theories of child development and submit by the due date.
    - **Middle & Adolescence Development (Infographic):** You will create an infographic on theories of child development and submit by the due date.

- **Key Assignment (50%)**
    - **Observation Reports (3 Reports):** For full points, three observation reports will be completed according to the criteria for providing an objective, subjective and reflective report and according to the rubric.
    - **Child Development Presentation:** For full points, the PowerPoint Presentation must include a minimum of 7 – 10 slides and follow the criteria for the Final Project succinctly and clearly in a manner that parents and/or other teachers could understand and enjoy.

Grading Scale:

A = 90-100 %

B = 80-89 %

Below 79% Must Retake the Class

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the* Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment of the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignments that have been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of an accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are

implemented in a timely fashion.

Beyond the legal requirements, Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grade Dissemination (Clearly share how and when students will learn of their grades.): Example: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of our University Learning Management System. My goal will be to return graded assignments within one week of the due date.

Course Policies
Late Work Policy :
Assignments turned in late will be assessed a penalty and all assignments are accepted before the end of the term if students provide adequate reasons but a penalty may apply.

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 by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:
Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Writing Policy:
Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary, in general, is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling, and syntax expected of college-level students. The use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

Group Work Policy:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology:
You are expected to work with appropriate technology including mobile devices for your course work.

Student Expectations
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 the 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.

Title IX Compliance
Chaminade University of Honolulu (CUH) 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. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at 808 735-4845 and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy
Full participation in all discussions and assignments are expected for all online courses.

Professionalism Policy:
Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time, be attentive, and respectful of all class meetings. Students who habitually disturb the class by talking, arriving late or other unprofessional behavior may suffer a reduction in their final class grade.

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

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 an 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 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.

One-on-One Tutoring

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer need a tutor. Subjects tutored include, but are not limited to biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at (808) 735-4724.

Acknowledgment Statement

(Please cut and paste and return to the instructor via email)

Course:

Term:

Printed Name:

Signature:

[Note: a signature is not required if submitting through student email]

By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree with the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.