Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number:	EDUC 782/ED 493A
Course Title:	Seminar: ECE Montessori/PK-K
Credit:	3 Credit
Department Name:	Education Division

Instructor Name:	Elizabeth Park, Ph.D.
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Office Hours:	By appointment
Instructor Information:	Elizabeth Park, Ph.D.
Other Contact Information (Zoom):	https://zoom.us/my/epark

Term:	Fall Student Teaching 2021
Dates:	August 23, 2021 - December 12, 2021
Zoom Meetings:	Fridays 4:00 pm - 6:00 pm HST (Zoom Dates)
Class Location:	Canvas

Textbooks (Recommended):

Lillard, A. (2008). Montessori: The science behind the genius. New York, NY: Oxford University Press.

Montessori, M. (1989). To educate the human potential. Santa Barbara, CA: ABC CLIO, Incorporated.

Seldin, T. (2004). The world in the palm of her hand. (2nd ed.). Sarasota, FL: The Montessori Foundation.

Trudeau, C. (n.d.) Curriculum for the cosmic plan of education and environmental studies.

Wolfe, A. D. (1996). Nurturing the spirit. Westminster, MD: Parent-Child Press.

Helpful Resources:

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu	Available to assist with literature searches as well as answer questions regarding research

808-739-4661	
Google Drive Instructional Resources	A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with the ability to open and access a Google account. Students must be able to create a document, employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In addition, students need to be able to store and share files, understanding the nature of the automatic save.
ProQuest RefWorks Modules	A resource with SHORT video clips to assist you in creating an account and using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. To better facilitate the research process, RefWorks modules will guide students through the process. Inherent in the search process is the use of digital text and competency in Google Drive is a precursor to the RefWorks process.

Catalog Description:
A student support seminar is required with all student teaching courses. Students complete MACTE Competencies and Standards-based Exit Portfolios. It must be taken in conjunction with EDUC 781/783. Required course for Montessori Credential, cross-listed with ED 493A/493B.

Mission Statement:
The mission of the education division is to foster the education of teachers and leaders in education through programs based on the liberal arts tradition, Catholic Marianist values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, Peace, and the Integrity of Creation
5. Educate for Adaptation and Change

Program Learning Outcomes (PLOs):

Learners will be able to		Covered in this course
PLO 1	Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 1-3) (MACTE 1)	MACTE 1 InTASC 1-3

PLO 2	Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 4,5) (MACTE 1)	MACTE 1 InTASC 4-5
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 6-8) (MACTE 2)	MACTE 2 InTASC 6-8
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10) (MACTE 3)	MACTE 3 InTASC 9-10
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	Marianist Values

Montessori Accreditation Council for Teacher Education (MACTE) Competencies:

	Learners will be able to	Covered in this course

MACTE 1 Content Knowledge	Understand the theory and content regarding:
	 1. Montessori Philosophy
	 2. Human Growth and Development
	 3. Subject matter for each Course Level* (IT, EC, etc.) not to exclude:
	     a. The level-specific subject matter as outlined below* (practical life, language, geometry, etc.)
	     b. Cosmic education
	     c. Peace education
	     d. The arts
	     e. Fine and gross motor skills
	 4. Community resources for learning
		MACTE 1

MACTE 2 Pedagogical Knowledge	Understand the teaching methods and materials used regarding: 1. Correct use of Montessori materials 2. Scope and sequence of the curriculum (spiral curriculum) 3. The prepared environment 4. Parent/teacher/family/community partnership 5. The purpose and methods of observation 6. Planning for instruction 7. Assessment & documentation 8. Reflective practice 9. Support and intervention for learning differences 10. Culturally responsive methods	MACTE 2
MACTE 3 Practice	Demonstrate and implement within the classroom: 1. Classroom leadership	MACTE 3

| | 2. Authentic assessment
3. Montessori philosophy and methods (materials)
4. Parent/teacher/family partnership
5. Professional responsibilities
6. Innovation and flexibility | |

Course Learning Outcomes (CLOs):

Learners will be able to

CLO 1 MACTE 1	Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 1-3) (MACTE 1)
CLO 2 MACTE 1	Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 4,5) (MACTE 1)
CLO 3 MACTE 2	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 6-8) (MACTE 2)
CLO 4 MACTE 3	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10) (MACTE 3)
CLO 5 Marianist	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Program Learning Outcomes	1, 2	3	3	3	4	4	5
MACTE Competencies	1	2	2	2	3	3	3
Marianist Values							1-5

Course Requirements

Grading:

The basis for the Final Grade in this course will be evaluated in the following items. Learning is an iterative process that includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

Items	Grade %	Descriptions
Attendance and Participation	10	Learners will attend all required Zoom meetings and actively engage in discussions.
Reflective Discussions	10	Learners will be reflecting on topics provided each week.
Montessori Quotes	10	You will post your reflection on Montessori Quotes in Canvas. For full points each reflection will: ● Demonstrate an understanding of Montessori philosophy and methodology ● Demonstrate an understanding of readings and resources ● Suggested Topics For Quotes PSYCHOLOGY 　■ Sensitive Periods 　■ The Absorbent Mind 　■ The Psychic Spirit of the Child 　■ Mneme 　■ Horme PHILOSOPHY 　■ The Young Explorer – Sensory Experiences 　■ Freedom/Responsibility/Order 　■ Movement 　■ Normalization 　■ Social Development 　■ Peace Education METHOD 　■ The Prepared Environment 　■ The Directress/Teacher 　■ The Didactic Materials 　■ Synthesis/Analysis/Synthesis 　■ Spontaneous Activity 　■ The Transitional Aged Child 　■ Imagination
Lessons & Reflections	10	● Practical Life Lesson & Reflection ● Sensorial Lesson & Reflection ● Language Lesson & Reflection ● Math Lesson & Reflection ● Cosmic Lesson & Reflection
Key Assignments	60	● Case Study Portfolio (Mont/PK-K) (20%) ● Integrated Curriculum (Mont/PK-K) (20%) ● Professional Portfolio (Mont/PK-K) (20%)

These key assignments will be submitted to Canvas.

Grading Scale
A   90-100%
B   80-89%
C   70-79%

Anything below 80% for graduate students and below 70 % for undergraduate students is not a passing grade and the student will have to retake the course. All written course assignments must follow the American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual 6th ed.).

Course Policies

Attendance:
As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Due Dates:
Course activities will run from Tuesday to Tuesday. In order to allow sufficient time for students to engage in online conversations about the ideas expressed in the reading assignments, initial posts/reflections about the assigned reading chapters will be due by Monday at 11:59 pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59 pm on Sunday. Any other assignments will be due by 11:59 pm on Sunday as well.

Late Work Policy:
Canvas is configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together. If you need additional time to complete an assignment and/or you have an emergency that will cause you to miss a deadline, you must communicate with me in advance of the due date.

Group Work/Cooperative Learning:
Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students, you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course.

University Policies

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.

Notice of Nondiscrimination

Chaminade University's compliance with Title IX is implemented in the context of the University's broader Nondiscrimination/Anti-harassment Policy and Grievance Procedures, which advises the University community of prohibited discriminatory and harassing conduct by Community Members, as well as the resources and processes for addressing and resolving complaints of discrimination, harassment and/or violation of University policy.

Chaminade University does not discriminate because of race, color, national origin, religion, sex, age, disability (mental or physical), genetic information, pregnancy, gender identity/expression, sexual orientation, ancestry, marital status, arrest or court record status, National Guard participation, victim of domestic or sexual violence status, breastfeeding, or any other protected status. Full details of the University's anti-discrimination policy can be viewed in Volume III, Section 3.1 of the Policy Manual

ADA Accommodations

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua ʻIke: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua ʻIke via email at ada@chaminade.edu each semester if changes or notifications are needed.

Academic Conduct

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook in Current Student Resources.

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 acknowledgement to 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 acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or another assignment that has been prepared by another individual.

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 within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.