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

Course Number:	EDUC 770/ED 474
Course Title:	Integrated Curriculum and Montessori
Credit:	3 Credit
Department Name:	School of Education and Behavioral Sciences

Instructor Name:	Elizabeth Park, Ph.D.
Email:	epark@chaminade.edu
Phone:	808-735-4859
Office Location:	Brogan Hall 119
Office Hours:	By appointment
Zoom Link:	Elizabeth Park's Zoom

Term Dates:	Winter 2023 (January 9, 2023 - March 20, 2023)
Zoom Meetings (optional):	Week 3, 5, and 7 Sundays at 4 p.m. HST
Class Location:	Canvas

Required Textbook(s):

Demarest, A. B. (2015). *Place-based curriculum design: Exceeding standards through local investigations*. New York, NY: Routledge. ISBN: 978-1-138-01346-9 (pbk), ISBN: 978-1-315-79519-5 (ebk).

Recommended Textbook(s):

Mooney, C. G. (2013). Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vigotsky *(2ⁿᵈ Edition)*. St. Paul, MN: Redleaf Press. ISBN: 10-1605-5413-89

You can find the textbook(s) at
Chaminade Online Bookstore
Amazon
VitalSource

Catalog Description

This course examines the broad aims of education with a focus on the inquiry approach to learning science using the Montessori sequence. Emphasis is placed on writing a science-based curriculum across the content areas, and on preparing learning center materials.

Mission Statement

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service, and successful careers. Guided by its Catholic, Marianist, and liberal arts educational traditions, Chaminade encourages the development of moral character, personal competencies, and a commitment to build a just and peaceful society. The University offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. Education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace, and integrity of creation
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

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

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

NAEYC Power to the Profession (P2P) Standards and Competencies:

	Learners will be able to	Covered in this course
Standard 1 Child Development and Learning in Context	Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.	PLO 1

Standard 2 Family-Teacher Partnerships and Community Connections	Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They(c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies	PLO5
Standard 3 Child Observation, Documentation, and Assessment	Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues	PLO 3
Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.	PLO 3
Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to	

Standard 6 Professionalism as an Early Childhood Educator	Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession	PLO 5

(previous row continuation: each child.)

Course Learning Outcomes (CLOs):

Learners will be able to	
CLO 1	Define a place-based and inquiry-based curriculum and apply theory to practice.
CLO 2	Identify special education and inclusion in early childhood and apply theory to practice.
CLO 3	Explain the backward design and create a meaningful curriculum using backward design.
CLO 4	Demonstrate ecological and culturally appropriate experiential learning techniques through Service Learning in their community.

Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	**X**				
CLO 2	**X**		**X**		**X**
CLO 3	**X**				
CLO 4					**X**

Course Prerequisites
There are no prerequisites for this course.

Required Learning Materials

Required Textbook(s)
Demarest, A. B. (2015). *Place-based curriculum design: Exceeding standards through local investigations.* New York, NY: Routledge. ISBN: 978-1-138-01346-9 (pbk), ISBN: 978-1-315-79519-5 (ebk).
Highly Recommended
Mooney, C. G. (2013). Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, and Vigotsky *(2nd Edition).* St. Paul, MN: Redleaf Press. ISBN: 10-1605-5413-89

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[VitalSource](#)

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:
- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on the "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services
Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website (https://chaminade.edu/advising/kokua-ike/) for the latest times, a list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Assessment
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.

Categories	Grade %	Descriptions
Attendance and Participation	10	Learners will participate in all the modules and complete all the learning tasks. Full points will be awarded to those who turn in assignments on time and participate with enthusiasm, flexibility, and respect in discussion posts and responding to another's posts and activities. Participation in Community of Practice will be included in this course.

Reflective 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.
Mini Projects	30	● **Essential Questions (10%):** You will create an essential question for the integrated curriculum topic of your choice. ● **Timeline or Development Milestones (10%):** You will choose from one of the projects: 1) to create a Timeline of historical events in special education OR 2) to develop atypical and typical planes of development stages for a child with down syndrome. ● **Interview with SPED Family or Service Provider (10%):** You will choose from one of the projects: 1) interview a family with a child or children who have disabilities OR 2) interview a special education service provider who provides services for children with disabilities.
Final Project	40	● **Final Project Part 1:** For Part 1 of this Final Project, you will choose a topic that can be used to create a Place-based and Inquiry-based curriculum. ● **Final Project Part 2:** For Part 2 of this Final Project, you will use the topic you have chosen for this Final Project and explore them from historical and geographical perspectives. You will create a unit plan for each perspective using the three phases of Understanding by Design (UbD). ● **Final Project Part 3:** For Part 3 of this Final Project, you will use the topic you have chosen for this Final Project and explore them from scientific, cultural, and cosmic perspectives. You will create a unit plan for each perspective using the three phases of Understanding by Design (UbD). ● **Final Project Part 4:** You will put your Integrated Curriculum Guide together by gathering all you have completed. Your Final Project is completing your own [Integrated Curriculum Guide (5 Perspectives)](#) using the template.
Service Learning	10	● Service Learning Learning Outcome - SWBAT demonstrate ecological and culturally appropriate experiential learning techniques through Service Learning in their community. ● The Service Learning component of this course will require each of you to serve your community through partnership with a local school, non-profit organization, or any community partner that allows you to illustrate the Service Learning Learning Outcome. This could include working with a local farm to school program, after school programs offering land based experiential learning, or service at a local farm where children are visiting. For more information and steps to complete

		this requirement please visit Presence - EDUC 770 ● The Presence Website EDUC 770 Points Page will guide you through the service learning project.. ● Here is a link to the Apply for Opportunity form (this will require you to log-in). This is where you will reflect on your service learning experience.
Extra Credits	15	**Synchronous Meetings (Zoom)**: Three synchronous meetings will be scheduled for your benefit. This is optional but you will receive extra credit if you attend the meetings.

Grading Scale
Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination.

They are interpreted as follows:

Grade Percentage	Graduate Level	Undergraduate Level	Certificate Level
90% - 100%	A	A	Credit
80% - 89%	B	B	Credit
70% - 79%	C (Must Retake)	C	Credit
60% - 69%	D (Must Retake)	D (Must Retake)	No Credit (Must Retake)
50% and Below	F (Must Retake)	F (Must Retake)	No Credit (Must Retake)

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.