



## Course Syllabus

Chaminade University Honolulu  
 3140 Waiialae Avenue - Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

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

**Instructor Name:** Elizabeth Park, Ph.D.  
**Email:** [epark@chaminade.edu](mailto:epark@chaminade.edu)  
**Phone:** 808-295-1390 (Cell)  
**Office Location:** Brogan Hall 119  
**Office Hours:** By appointment  
**Instructor Information:** Elizabeth Park, Ph.D.  
**Other Contact Information (Zoom):** [Dr. Park's Zoom](#)

**Term:** Fall Student Teaching 2023  
**Dates:** August 22, 2023 - December 19, 2023  
**Zoom Meetings:** Tuesdays 4:00 pm - 6:30 pm HST (Zoom Dates)  
**Class Location:** [Canvas](#) & [Dr. Park's Zoom](#)

### AMS Curriculum Summary:

- **AMS Course Component Name:** Practicum Seminar & Year-long Project
- **Hours:** Practicum Seminar 37 Hours
- **Specified Dates:** Fall Student Teaching 2023 (August 22, 2023 - December 19, 2023); Tuesdays 4:00 pm - 6:30 pm HST (Zoom Dates)

| Helpful Resources  | Service(s) Provided   |
|--|---|
| <a href="#">Sullivan Family Library</a><br>(Chaminade Library)   | Tools to efficiently identify and access literature about an education research topic of your choosing  |
| Val Coleman, Librarian<br><a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a><br>808-739-4661 | Available to assist with literature searches as well as answer questions regarding research   |
| <a href="#">Google Drive Instructional Resources</a>   | A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with opening and accessing 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. |
| <a href="#">ProQuest RefWorks Modules</a>  | A resource with SHORT video clips to assist you in creating an account and  |

|  |   |
|--|---|
| <a href="#">ProQuest RefWorks Add-on Modules</a> | using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. RefWorks modules will guide students through the process to better facilitate the research process. Inherent in the search process is the use of digital text, and competency in Google Drive is a precursor to the RefWorks process. |
| <a href="#">APA Style</a>                        | This is the official American Psychological Association website, where you will find resources related to APA Style 7th Edition.  |

### 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

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 cultures. 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 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 no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 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                    | Apply/Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood students. (InTASC 1-3) | PLO 1                  |
| PLO 2                    | Describe/Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood students. (InTASC 4,5)                                      | PLO 2                  |
| PLO 3                    | Utilize formative and summative assessments to determine, select, and implement effective instructional strategies for Early Childhood students. (InTASC 6-8)                          | PLO 3                  |
| PLO 4                    | Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10)  | PLO 4                  |
| PLO 5                    | Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.   | PLO 5                  |

**Montessori Accreditation Council for Teacher Education (MACTE) Competencies:**

| Learners will be able to         |  | Covered in this course |
|----------------------------------|--|------------------------|
| MACTE 1<br>Content Knowledge     | Understand the theory and content regarding <ol style="list-style-type: none"> <li>1. Montessori Philosophy</li> <li>2. Human Growth and Development</li> <li>3. Subject matter for each Course Level* (IT, EC, etc.) not to exclude               <ol style="list-style-type: none"> <li>a. The level-specific subject matter as outlined below* (practical life, language, geometry, etc.)</li> <li>b. Cosmic education</li> <li>c. Peace education</li> <li>d. The arts</li> <li>e. Fine and gross motor skills</li> </ol> </li> <li>4. Community resources for learning</li> </ol> | MACTE 1                |
| MACTE 2<br>Pedagogical Knowledge | Understand the teaching methods and materials used regarding: <ol style="list-style-type: none"> <li>1. Correct use of Montessori materials</li> <li>2. Scope and sequence of the curriculum (spiral curriculum)</li> <li>3. The prepared environment</li> <li>4. Parent/teacher/family/community partnership</li> <li>5. The purpose and methods of observation</li> <li>6. Planning for instruction</li> </ol>   | MACTE 2                |

|                     |  |         |
|---------------------|--|---------|
|                     | <ol style="list-style-type: none"> <li>7. Assessment &amp; documentation</li> <li>8. Reflective practice</li> <li>9. Support and intervention for learning differences</li> <li>10. Culturally responsive methods</li> </ol>   |         |
| MACTE 3<br>Practice | <p>Demonstrate and implement within the classroom:</p> <ol style="list-style-type: none"> <li>1. Classroom leadership</li> <li>2. Authentic assessment</li> <li>3. Montessori philosophy and methods (materials)</li> <li>4. Parent/teacher/family partnership</li> <li>5. Professional responsibilities</li> <li>6. Innovation and flexibility</li> </ol> | MACTE 3 |

### Course Learning Outcomes (CLOs):

Learners will be able to

|                       |   |
|-----------------------|---|
| CLO 1<br>MACTE 1      | Describe Montessori philosophy, human growth, and development, subject matter for the early childhood years. Subject matter should include cosmic education, peace education, practical life, the arts, and fine and gross motor skills. The Montessori Teacher Candidate should be able to identify community resources for learning. [Montessori Written Final] |
| CLO 2<br>MACTE 2a-2d  | Use Montessori materials correctly, identify the scope and sequence of the curriculum (spiral curriculum), applies a prepared environment, and different ways to provide parent, teacher, family, and community partnership. [Montessori Performance Final]   |
| CLO 3<br>MACTE 2e-2h  | Identifies the purpose and methods of observation, planning for instruction, different ways to assess and document, and applying reflective practices. [Child Case Study & Integrated Curriculum]   |
| CLO 4<br>MACTE 2i-2j  | Apply intervention for learning differences and culturally responsive methods. [Portfolio]  |
| CLO 5<br>MACTE 3a, 3e | Evaluate classroom leadership and professional responsibilities, including abiding by the code of ethics. [Portfolio]   |
| CLO 6<br>MACTE 3b-3c  | Create an authentic assessment based on the Montessori philosophy and methods using the materials. [Integrated Curriculum & Portfolio]  |
| CLO 7<br>MACTE 3d, 3f | Create partnerships with the parent, teachers, and family members and provide innovative and flexible ways to communicate and support children's learning and development through Marianist characteristics. [Portfolio]  |

### Alignment of Learning Outcomes:

|                  | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 | CLO 6 | CLO 7 |
|------------------|-------|-------|-------|-------|-------|-------|-------|
| Marianist Values |       |       |       |       |       |       | 1-5   |

|                           |          |     |     |     |      |      |   |
|---------------------------|----------|-----|-----|-----|------|------|---|
| Program Learning Outcomes | 1, 2     | 3   | 3   | 3   | 4    | 4    | 5 |
| MACTE Competencies        | 1        | 2   | 2   | 2   | 3    | 3    | 3 |
| InTASC Standards          | 1-3, 4-5 | 6-8 | 6-8 | 6-8 | 9-10 | 9-10 |   |

### Course Prerequisites

All foundational and methods courses should be completed prior to taking student teaching seminar.

### Required Learning Materials

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*. (2<sup>nd</sup> 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.

**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 locating software, please contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto: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](mailto: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 ‘Ike: Center for Student Learning in a variety of subjects (including, but not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’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 ‘Ike at [tutoring@chaminade.edu](mailto: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.

| 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      | <p>Learners will post their reflections on Montessori Quotes in Canvas. For full points, each reflection will:</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of Montessori philosophy and methodology</li> <li>● Demonstrate an understanding of readings and resources</li> <li>● Suggested Topics For Quotes</li> </ul> <p>PSYCHOLOGY</p> <ul style="list-style-type: none"> <li>■ Sensitive Periods</li> <li>■ The Absorbent Mind</li> <li>■ The Psychic Spirit of the Child</li> <li>■ Mneeme</li> <li>■ Horme</li> </ul> <p>PHILOSOPHY</p> <ul style="list-style-type: none"> <li>■ The Young Explorer – Sensory Experiences</li> <li>■ Freedom/Responsibility/Order</li> <li>■ Movement</li> <li>■ Normalization</li> <li>■ Social Development</li> <li>■ Peace Education</li> </ul> <p>METHOD</p> <ul style="list-style-type: none"> <li>■ The Prepared Environment</li> <li>■ The Directress/Teacher</li> <li>■ The Didactic Materials</li> <li>■ Synthesis/Analysis/Synthesis</li> <li>■ Spontaneous Activity</li> <li>■ The Transitional Aged Child</li> <li>■ Imagination</li> </ul> |
| Lessons & Reflections        | 10      | <ul style="list-style-type: none"> <li>● Practical Life Lesson &amp; Reflection</li> <li>● Sensorial Lesson &amp; Reflection</li> <li>● Language Lesson &amp; Reflection</li> <li>● Math Lesson &amp; Reflection</li> <li>● Cosmic Lesson &amp; Reflection</li> </ul>   |

|                 |    |   |
|-----------------|----|---|
| Key Assignments | 60 | <ul style="list-style-type: none"> <li>• <a href="#">Case Study Portfolio (Mont/PK-K)</a> (20%)</li> <li>• <a href="#">Integrated Curriculum (Mont/PK-K)</a> (20%)</li> <li>• <a href="#">Professional Portfolio (Mont/PK-K)</a> (20%)</li> </ul> |
|-----------------|----|---|

### 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 | Undergraduate Level | Graduate Level  | Certificate Level       |
|------------------|---------------------|-----------------|-------------------------|
| 90% - 100%       | A                   | A               | Credit                  |
| 80% - 89%        | B                   | B               | Credit                  |
| 70% - 79%        | C                   | C (Must Retake) | 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

#### Instructor and Student Communication

Questions for this course can be emailed to the instructor at the email provided on this syllabus. Online (Zoom), in-person, and phone conferences can be arranged per request. The instructor's email response time will be 24-48 hours unless the instructor is traveling or due to special circumstances.

#### Grades of "Incomplete"

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where the students are unable to complete the courses.

#### Writing Policy

Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style 7th edition. You can visit [APA Style](#) for more information.

#### Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class in order for instructors to plan

accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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, or 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, or 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.

### **Attendance Policy**

The following attendance policy is from the [2020-2021 Academic Catalog](#).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect the institution's Catholic, Marianist values and 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, which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, a 10-week term, or an equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in a fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.