



**Course Syllabus**

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

**Course Number:** EDUC 770  
**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](mailto:epark@chaminade.edu)  
**Phone:** 808-735-4859  
**Office Location:** Brogan Hall 119 ([Campus Map](#))  
**Office Hours:** By appointment  
**Zoom Link:** [Elizabeth Park's Zoom](#)

**Term Dates:** Winter 2024 (January 8, 2024 - March 18, 2024)  
**Zoom Meetings:** Week 3, 5, and 7 Sundays at 4 p.m. HST  
**Class Location:** [Canvas](#)

**AMS Curriculum Summary:**

- **AMS Course Component Name:** Physical/Life Sciences, Social Studies, Classroom Leadership, and Parent Involvement/ Education
- **Hours:** Physical/Life Sciences 10 Hours; Social Studies 10 Hours; Classroom Leadership 10 Hours; and Parent Involvement/ Education 10 Hours
- **Specified Dates:** Winter 2024 (January 8, 2024 - March 18, 2024); Additional Zoom meetings.

Helpful Resources	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:ycoleman@chaminade.edu">ycoleman@chaminade.edu</a> 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 using ProQuest RefWorks. RefWorks is an educational tool that allows users

<a href="#">ProQuest RefWorks Add-on Modules</a>	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**

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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a k'u'ono'ono ('Olelo 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 ('Olelo 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 ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

**Program Learning Outcomes (PLOs) for BS Early Childhood Montessori/PK-K:**

Learners will be able to		Covered in this course
PLO 1	Apply 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 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)	PLO 3
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.	PLO 5

**Program Learning Outcomes (PLOs) for MAT Early Childhood Montessori/PK-K:**

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)	PLO 1
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)	PLO 3
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.	PLO 5

**Program Learning Outcomes (PLOs) for MAT Early Childhood PK-3:**

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)	PLO 1
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)	PLO 3

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.	PLO 5

**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 <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 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> <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 2
MACTE 3 Practice	Demonstrate and implement within the classroom: <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

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

Learners will be able to	Covered in this course

<p>Standard 1 Child Development and Learning in Context</p>	<p>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.</p>	<p>NAEYC 1</p>
<p>Standard 2 Family-Teacher Partnerships and Community Connections</p>	<p>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</p>	<p>NAEYC 2</p>
<p>Standard 3 Child Observation, Documentation, and Assessment</p>	<p>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</p>	<p>NAEYC 3</p>
<p>Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices</p>	<p>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.</p>	<p>NAEYC 4</p>

<p>Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum</p>	<p>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 each child.</p>	
<p>Standard 6 Professionalism as an Early Childhood Educator</p>	<p>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</p>	<p>NAEYC 6</p>

**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 Textbook(s)

Demarest, A. B. (2015). *Place-based curriculum design: Exceeding standards through local investigations*. Taylor & Francis. [ebook]. You can [click here](#) to purchase this book on Amazon.

You can find the textbook(s) at

[Chaminade Online Bookstore](#)

[Amazon](#)

[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](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 are 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 toward completing the listed assessment items with opportunities to edit the submitted work.

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.
Assignment	30	<ul style="list-style-type: none"> <li>● <b>Essential Questions (10%):</b> You will create an essential question for the integrated curriculum topic of your choice.</li> <li>● <b>Timeline or Development Milestones (10%):</b> 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.</li> <li>● <b>Interview with SPED Family or Service Provider (10%):</b> You will choose from one of the projects: 1) interview a family with a child or children with disabilities OR 2) interview a special education service provider who provides services for children with disabilities.</li> </ul>
Key Assignments	40	<ul style="list-style-type: none"> <li>● <b>Final Project Part 1:</b> 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.</li> <li>● <b>Final Project Part 2:</b> For Part 2 of this Final Project, you will use the topic you have chosen for the Final Project and explore it from historical and geographical perspectives. You will create a unit plan for each perspective using the three phases of Understanding by Design (UbD).</li> <li>● <b>Final Project Part 3:</b> For Part 3 of this Final Project, you will use the topic you have chosen for the Final Project and explore it from scientific, cultural, and cosmic perspectives. You will create a unit plan for each perspective using the three phases of Understanding by Design (UbD).</li> <li>● <b>Final Project Part 4:</b> You will assemble your Integrated Curriculum Guide by gathering all you have completed. Your Final Project is completing your own <a href="#">Integrated Curriculum Guide (5 Perspectives)</a> using the template.</li> </ul>
Service Learning	10	<ul style="list-style-type: none"> <li>● Service Learning Learning Outcome - SWBAT demonstrates ecological and culturally appropriate experiential learning techniques through Service Learning in their community.</li> <li>● The Service Learning component of this course will require you to serve your community through a partnership with a local school, non-profit organization, or any community partner that allows you to illustrate the Service 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</li> <li>● The Presence Website EDUC 770 Points Page will guide you through the service learning project..</li> <li>● Here is a link to the <a href="#">Apply for Opportunity form</a> (this will require you to log-in). This is where you will reflect on your service learning experience.</li> </ul>



Extra Credits	15	<b>Synchronous Meetings (Zoom):</b> Three synchronous meetings will be scheduled for your benefit. This is optional but you will receive extra credit if you attend the meetings.
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### 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

### 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. You can visit [APA Style](#) for more information.

### 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.

### Email Guidelines:

- Use your Chaminade email account.
- Always include a subject line with the course number.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

**Community of Practice Communication Guidelines:**

- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

## Additional Services

**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 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)).

**Canvas Technical Assistance:**

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## Chaminade University Policies

**Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalog](#).

### **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.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55).

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. 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 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 Tutor 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.

### **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 verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement.

The minimum 45 hours of engagement per credit hour can be satisfied in 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.

This three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 3 hours in Zoom and 82 hours researching, completing, and presenting the key assignments (Integrated Curriculum Unit Part 1-4). The remaining 50 hours will be spent on completing readings, reflecting, and other assignments.