



**Chaminade**  
**University**  
OF HONOLULU

## **Flex Course Syllabus**

[Chaminade University Honolulu](#)

3140 Waiālae Avenue - Honolulu, HI 96816

## Course Overview

**Course Number:** ED 432B

**Course Title:** Development of the Senses and Montessori Methods (Flex)

**Department Name:** School of Education and Behavioral Sciences

**Term:** Summer 2025 [05/05/2025 - 08/15/2025]. Please refer to Self-Service to confirm your academic schedule.

**Course Credits:** 3 credits

**Class Meeting Days:** Asynchronous, at your own pace

**Class Meeting Hours:** Asynchronous, at your own pace

**Course Website Address (Canvas):** <https://chaminade.instructure.com/>

**Instructor Name:** Elizabeth Park, PhD

**Email:** [epark@chaminade.edu](mailto:epark@chaminade.edu)

**Phone:** 808-735-4859 (Office)

**Office Location:** Brogan Hall 119

### **Regular & Substantive Interaction (RSI)**

**Office Hours:** By appointment or on Wednesdays at 4-5:30 pm HST

NOTE: To receive the Zoom invite, please contact me 24 hours in advance to let me know you would like to attend office hours. This ensures that I am on Zoom at that time. If you are not able to attend office hours and would like to meet, please email me your availability so we can arrange a meeting time.

**Synchronous Contact Information (Zoom):** [Dr. Park's Zoom](#)

**Other Interactions:** The instructor will provide grading and content-specific feedback once you submit your assignment. You can expect grades and feedback from me within 3-5 business days following an assignment submission.

### **University Course Catalog Description**

This course examines the development of neuromotor function and the senses in children ages two and a half to eight. Content explores the influence of culture on brain development, activities for developing the senses and sensory-motor function, and the relationship to other content areas such as reading and math. Montessori sensorial lessons are presented and practiced. Cosmic and music lessons are included in this course. Required course for Montessori Credential. Prerequisite: ED 466.

### **Course Overview**

Please view the Course Overview information in the Canvas Learning Modules.

### **AMS Curriculum Summary:**

- AMS Course Component Name: Sensorial

- Hours: 40 Hours

### **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
1. Educate for service, justice, peace, and integrity of creation
4. Educate for adaptation and change

While all five characteristics are present in this course, we will pay particular attention to “provide an integral, quality education”. To provide a high-quality education, teachers must ensure that students have met the learning objectives for each lesson. This course provides students with assessment strategies to check understanding and evaluate student progress. The diverse strategies for formative and summative assessment taught in this course prepare future teachers to meet the needs of their students and provide an integral, quality education.

### **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 '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'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### **Model Code of Ethics for Educators**

The [Model Code of Educator Ethics](#) is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to the profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

### **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 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 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	

**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 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 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	

**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 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 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	

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

Learners will be able to	Covered in this course
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MACTE 1 Content Knowledge	<p>Understand the theory and content regarding</p> <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	<p>Understand the teaching methods and materials used regarding:</p> <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	<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>	

**Course Learning Outcomes (CLOs):**

	Learners will be able to
CLO 1	Synthesize knowledge of learner development, learner differences, and diverse students to optimize learning for young children in sensorial and music curricula. (Rationale)
CLO 2	Evaluate central concepts, tools of inquiry, and scope and sequence of sensorial and music curricula for young children. (Rationale & Activity)
CLO 3	Use various forms of assessments to determine, select, and implement effective instructional strategies for young children in sensorial and music curricula. (Rationale)

CLO 4	Describe how integral and quality education stems from active interaction through a community of learners. (Reflective Discussions)
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#### Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values			5	2
Program Learning Outcomes	1	2	3	
MACTE Competencies	1	2	2	2
InTASC Standards	1-2	4	6-8	

#### Course Prerequisites

You should have taken the Montessori Philosophy course prior to taking this course unless a special arrangement has been made with your advisor. ED 466 Montessori Philosophy course is a prerequisite for this course.

#### Required Textbooks

Montessori, M. (2014a). *Dr. Montessori's own handbook*. Wilder Publications. (Original work published in 1914) [ebook]. You can [click here](#) to purchase this book on Amazon.

Montessori, M. (2014b). *The Montessori method (2nd ed.)*. The House of Childhood, Inc. (Original work published in 1912) [ebook]. You can [click here](#) to purchase this book on Amazon.

#### 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. Letter grades are interpreted as follows:

Letter Grade	Grade Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D (Must Retake)	60% - 69%
F (Must Retake)	59% - 0%

## Course Policies

#### Late Work Policy

This course is utilizing a Flex model, meaning there are two Milestone assignments with firm deadlines. **Milestone 1 Assignment** is due by 11:59 pm on the 7th day of the course. If this assignment is late, you may be dropped from the class. **Milestone 2 Assignment** is due by the halfway point of the course. All other assignments—with the exception of any assignments that your

instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

### **Grades of "Incomplete"**

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where 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.

#### **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:**

- 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 “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](#) for the latest times, 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.

## **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**

Flex students are expected to asynchronously attend and submit coursework in classes they are registered in. Student should notify their instructors when illness or other extenuating circumstances prevent 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 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.

### **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.