



Flex Course Syllabus

[Chaminade University Honolulu](https://chaminade.edu/honolulu)

3140 Waialae Avenue - Honolulu, HI 96816

Course Overview

Course Number: ED 479

Course Title: Leadership in Early Childhood Education and Montessori (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

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 focuses on major issues and trends in Early Childhood Education. Instruction includes working with families, classroom management, nurturing children, creating quality care environments, professionalism, administrative issues and curricular trends. Required course for Montessori Credential.

Course Overview

Please view Course Overview information in the Canvas Learning Modules.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An 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, 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 '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 AS Early Childhood Education:

| Learners will be able to | |
|--------------------------|---|
| PLO 1 | Define knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (2 ½ to 8 years old) students. (InTASC 1-3) |
| PLO 2 | Identify central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 8 years old) students. (InTASC 4-5) |
| PLO 3 | Describe formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (2 ½ to 8 years old) students. (InTASC 6-8) |
| PLO 4 | Summarize the values, commitments, and ethics of the teaching profession within the school and 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 BS Early Childhood Education:

| Learners will be able to | |
|--------------------------|--|
| PLO 1 | Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (2 ½ to 8 years old) students. (InTASC 1-3) |
| PLO 2 | Describe central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 8 years old) students. (InTASC 4-5) |
| PLO 3 | Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (2 ½ to 8 years old) students. (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. |

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

| Learners will be able to | |
|--------------------------|--|
| PLO 1 | Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (2 ½ to 6 years old) students. (InTASC 1-3) |
| PLO 2 | Describe central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 6 years old) students. (InTASC 4-5) |
| PLO 3 | Utilize formative and summative assessments to determine, select, and implement effective instructional strategies for Early Childhood (2 ½ to 6 years old) students. (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. |

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

| Learners will be able to | |
|--|--|
| 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. |
| 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 |

| | |
|---|--|
| 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 |
| 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. |
| 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 each child. |
| 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 |

| MACTE | Competencies |
|-------------------------|---|
| I. Content Knowledge | The adult learner understands the theory and content regarding: |
| | 1a. Montessori Philosophy |
| | 1b. Human Growth and Development |
| | 1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ul style="list-style-type: none"> ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts |

| | |
|---------------------------|--|
| | <ul style="list-style-type: none"> ▪ Fine and gross motor skills |
| | 1d. Community resources for learning |
| II. Pedagogical Knowledge | The adult learner understands the teaching methods and materials used regarding: |
| | 2a. Correct use of Montessori materials |
| | 2b. Scope and sequence of curriculum (spiral curriculum) |
| | 2c. The prepared environment |
| | 2d. Parent/teacher/family/community partnership |
| | 2e. The purpose and methods of observation |
| | 2f. Planning for instruction |
| | 2g. Assessment & documentation |
| | 2h. Reflective practice |
| | 2i. Support and intervention for learning differences |
| | 2j. Culturally responsive methods |
| III. Practice | The adult learner can demonstrate and implement within the classroom: |
| | 3a. Classroom leadership |
| | 3b. Authentic assessment |
| | 3c. Montessori philosophy and methods (materials) |
| | 3d. Parent/teacher/family partnership |
| | 3e. Professional responsibilities |
| | 3f. Innovation and flexibility |

Course Learning Outcomes (CLOs):

| | Learners will be able to |
|-------|---|
| CLO 1 | Plan for specific developmental, caregiving, and learning needs in early childhood settings. |
| CLO 2 | Describe the design elements of settings and materials with implications for planning, supervision, access, and accountability. |
| CLO 3 | Locate resources and materials to ensure alignment of your setting with quality rating improvement systems, licensing, and regulatory requirements. |
| CLO 4 | Explain pedagogical leadership and identify assessment and elements of high-quality early childhood teaching. |
| CLO 5 | Describe and implement linguistically and culturally responsive practice to promote families' role in relationship-based care and teaching. |

Alignment of Learning Outcomes:

| | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO 5 |
|---------------------------------|-------|-------|-------|-------|-------|
| Marianist Values | 2 | | | 4 | 2, 5 |
| Program Learning Outcomes | 1 | 3 | 3 | 4 | 5 |
| NAEYC (Power to the Profession) | 1 | 3, 4 | 3, 4 | 2, 6 | 2, 6 |
| MACTE Competencies | 1 | 2 | 2 | 3 | 3 |
| IntASC Standards | 1-3 | 6-8 | 6-8 | 9-10 | |

Course Prerequisites

You should have taken the pre-major courses prior to taking this course unless a special arrangement has been made with your advisor.

Required Textbook

Allen, L., & Kelly, B. B. (Eds.). (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. National Academies Press. [OER Textbook]

<https://nap.nationalacademies.org/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>

Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. National Academy of Sciences. [OER Textbook] <https://nap.nationalacademies.org/catalog/9745/eager-to-learn-educating-our-preschoolers>

Long, S., Souto-Manning, M., & Vasquez, V. M. (Eds.). (2016). *Courageous leadership in early childhood education: Taking a stand for social justice*. Teachers College Press. [\[Amazon Purchase\]](#) [\[Chaminade Bookstore Purchase\]](#)

Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). *Early childhood assessment: Why, what and how*. National Academies Press. [OER Textbook] <https://nap.nationalacademies.org/catalog/12446/early-childhood-assessment-why-what-and-how>

Resources

[Developmentally Appropriate Practice \(DAP\)](#) [Website]

[NAEYC Power to the Profession](#) [Website]

[NAEYC](#) [Website]

[Executive Office on Early Learning \(EOEL\)](#) [Website]

[American Montessori Society](#) [Website]

[Hawaii Teacher Standards Board](#) [Website]

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).

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 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 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.