



Chaminade
University
OF HONOLULU

Flex Course Syllabus

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

3140 Waiālae Avenue - Honolulu, HI 96816

Course Overview

Course Number: ED 101

Course Title: Introduction to Chaminade Early Childhood Education (Chuuk)

Department Name: School of Education and Behavioral Sciences

Term: Fall 2025 (08/25/2025 - 12/12/2025)

Course Credits: 1 credit

Class Meeting Days: Asynchronous, Tu/Thu

Class Meeting Hours: Asynchronous

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

Instructor Name: Elizabeth Park, PhD

Email: epark@chaminade.edu

Phone: 808-735-4859 (Office)

Office Hours: By appointment or on Wednesdays at 4-5 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.

Other Professional Contact Information (Zoom): [Dr. Park's Zoom](#)

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 is designed to prepare students for success in the early childhood education program at the Chaminade University of Honolulu. This is an orientation course that includes an understanding of the requirements and desired outcomes of the program, reading and writing at the college level, and information-based and technology tools to facilitate the learning process in the early childhood education program.

Course Overview

Please view the 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
1. Educate for service, justice, peace, and integrity of creation
4. 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 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.
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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 ▪ 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):

	The learner will be able to
CLO 1	Identify the requirements of the course, program, and Marianist educational values.
CLO 2	Reflect on the relevant professional dispositions.
CLO 3	Apply components of successful online learning to self-reflect and create a management plan.
CLO 4	Use the appropriate American Psychological Association (APA) style in written communication.

Alignment of Learning Outcomes:

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

Course Prerequisites

There are no prerequisites for this course.

Required Learning Materials

There are no required textbooks for this course.

Resources

[Chaminade University of Honolulu](#) [Website]

[APA Style](#) [Website]

[ProQuest RefWorks](#) [Citation Management Tool]

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

[Montessori Accreditation Council for Teacher Education \(MACTE\)](#) [Website]

[American Montessori Society \(AMS\)](#) [Website]

[Hawai'i Teacher Standards Board \(HTSB\)](#) [Website]

Grading Scale

Letter grades are given in most courses, but this course is a credit/no-credit course. Grades are calculated from the student's class participation, discussions, assignments, and key assignments. They are interpreted as follows:

Grade Percentage	Certificate Level
70% - 100%	Credit
69% and Below	No-Credit (Must Retake)

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

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age,

religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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 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.

This three-credit course requires 45 clock hours of student engagement per the official CUH Credit Hour Policy.

Students enrolled in this course are expected to spend about __20__ hours completing the readings & instruction, __25__ hours completing assignments, and Key Assignments, which are replacement assignments for the midterm/final exam.