



College of Education and Human Development
Education

EDUC 608 Montessori Child Development

Canvas with scheduled Zoom meetings | Credits: 3 | Term: To be confirmed

Instructor Information

Instructor



Elizabeth Park, PhD (Dr. Park)

Dr. Elizabeth Park is a Professor and Director of the Early Childhood Education and Montessori Programs at Chaminade University of Honolulu. She holds a Ph.D. in Education with a specialization in Educational Technology from the University of Hawai'i at Mānoa, an M.Ed. in Early Childhood Education from Chaminade University, an M.S. in Interior Design from Pratt Institute, and a B.S. in Applied Mathematics from UCLA. She is an American Montessori Society–credentialed Early Childhood educator and holds a Certificate in Online Learning and Teaching from UH Mānoa.

Dr. Park has extensive experience in early childhood education, Montessori teacher preparation, curriculum development, and educational technology. Her research and publications examine technology integration, digital citizenship, information literacy, and active learning, with particular attention to developmentally appropriate practices. She brings this expertise to helping educators evaluate and use technology thoughtfully to support diverse learners.

Dr. Park leads initiatives that strengthen Hawai'i's early childhood workforce and expand accessible pathways for educators. Her current work includes Project MĀLAMA, a federally funded initiative preparing early childhood professionals with specialized knowledge and skills in early intervention and early childhood special education. She is also actively engaged in Montessori research, accreditation, teacher education, and professional service at the local and national levels.

Email	epark@chaminade.edu
Phone	808-735-4859 (Office)
Office Location	Brogan Hall 119
Virtual Office	https://chaminade.zoom.us/my/epark [Zoom]
Virtual Office Hours	Dr. Park's Office Hours [Google Calendar]

Communication

Communication 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. You can also sign-up for my office hours using the Google Calendar link above. The instructor's email response time will be 24-48 hours Monday through Friday unless the instructor is traveling or due to special circumstances.

School & Department

School	College of Education and Human Development
Location	Brogan Hall 119 can be found on each Academic Schools' website
Phone	(808) 735-4859

Questions?	Contact your instructor via email or the College of Education and Human Development
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Course Description & Materials

Catalog Description

This course examines Montessori's planes of development and foundational theories of child development from birth through age five, with an emphasis on early intervention (EI) and early childhood special education (ECSE). Candidates analyze developmental sequences, variations, and the impact of biological, environmental, cultural, and linguistic factors on learning. The course integrates EI/ECSE competencies, including identification of developmental delays, family-centered practices, and culturally responsive approaches to assessment and intervention across early childhood contexts.

Required course for Montessori Credential.

Course Snapshot

Modality	Canvas with Zoom meetings
Term	Fall 2026
Zoom Meetings	Weeks 4, 6, and 8 Sundays at 2 pm HST
Time Commitment	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 50 hours researching and creating parent workshops on child development, 7 hours per observation report (21 hours total), and 64 hours completing readings, community of practice, and other assignments, averaging 6.4 hours each week.
Required Textbooks	Batshaw, M. L., Roizen, N. J., & Pellegrino, L. (Eds.). (2019). <i>Children with Disabilities</i> (8th ed.). Pearson. Berk, L. (2021). <i>Infants and Children: Prenatal Through Middle Childhood</i> (9th ed.). Pearson. Montessori, M. (2007a). <i>From childhood to adolescence</i> (The Montessori Series Vol. 12). Montessori-Pierson Publishing Company. (Original work published in 1948) [ebook]. You can click here to purchase this book on Amazon. Montessori, M. (2007b). <i>The absorbent mind</i> (The Montessori Series Vol. 1). Montessori-Pierson Publishing Company. (Original work published in 1949) [ebook]. You can click here to purchase this book on Amazon. Montessori, M. (2007c). <i>The child in the family</i> (The Montessori Series Vol. 8). Montessori-Pierson Publishing Company. (Original work published in 1975) [ebook]. You can click here to purchase this book on Amazon. Montessori M. (2007d). <i>The formation of man</i> (The Montessori Series Vol. 3). Montessori-Pierson Publishing Company. (Original work published in 1955) [ebook]. You can click here to purchase this book on Amazon. Paris, J., Ricardo, A., & Rymond, D. (2019). <i>Child growth and development</i>. An Open Educational Resources Publication by College of the Canyons. [PDF]. You can click here to download a free PDF version of this book. Supplemental Readings Rivera, C. J., Haughney, K. L., Clark, K. A., & Werunga, R. (2022). Culturally responsive planning, instruction, and reflection for young children with significant disabilities. <i>Young Exceptional Children</i>, 25(2), 74–87. https://doi-org/10.1177/1096250620951767

Resources	Division for Early Childhood (DEC) The Early Childhood Personnel Center (ECPC) 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]
AMS	AMS Course Component: Child Development and Observation AMS Hours: Child Development 30 Hours; Observation 10 Hours AMS Specified Dates: Fall 2026 (October 5, 2026 – December 14, 2026); Additional Zoom meetings.
Canvas	https://chaminade.instructure.com/

Learning Outcomes

Program Learning Outcomes for MAT Early Childhood Education Montessori PK K

1. Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (Birth to 6 years old) students. (InTASC 1-3)
2. Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (Birth to 6 years old) students. (InTASC 4-5)
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (Birth to 6 years old) students. (InTASC 6-8)
4. Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9-10)
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Program Learning Outcomes for MAT Early Childhood Education PK 3

1. Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (Birth to 8 years old) students. (InTASC 1-3)
2. Evaluate central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (Birth to 8 years old) students. (InTASC 4-5)
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (Birth to 8 years old) students. (InTASC 6-8)
4. Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9-10)
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Course Learning Outcomes

1. Identify the developmental period of human growth across developmental domains with each child as an individual with unique developmental variations.

2. Apply child development theories, including Montessori's child development theory, to describe how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society.
3. Use observation, documentation, and other appropriate assessment approaches and tools.
4. Build assessment partnerships with families and professional colleagues and describe the developmental impact of trauma, inequities, and children at risk.
5. Analyze how developmental variations, including delays and disabilities, and contextual factors (family, culture, language, environment) influence assessment, intervention, and instructional decision-making. (EI/ECSE 1)

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 Ethics for Educators 2.0 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.

- The main focus for MCEE in this course is Principle III: Responsibility to Students.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values			3	5	3,5
Program Learning Outcomes	1	1	3	3	1,3
MACTE Competencies	1	1	2	2	1,2
NAEYC (Power to the Profession)	1	1	3	2, 3	1,3
InTASC Standards	1-3	1-3	4-5	4-5	1-5
EI/ECSE					1

NAEYC Power to the Profession Standards and Competencies

[NAEYC Standards \[Link\]](#)

MACTE Competencies

[MACTE Competencies \[Link\]](#)

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions – post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) – Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement – prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by 24-48 hours Monday through Friday (see Communication policy above)

- Weekly graded work (discussions, assignments): within 3-5 school days of the due date
- Major assessments/projects: within 3-5 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Students who anticipate difficulty meeting an assignment deadline should contact the instructor as early as possible to discuss available options. In the event of unexpected circumstances, students are encouraged to communicate with the instructor promptly so that appropriate arrangements can be considered.
Extra Credit	Extra credit opportunities, when available, will be determined by the instructor. Students may contact the instructor to inquire about opportunities to further demonstrate their learning.
Incomplete Grade	An Incomplete grade may be considered when unexpected circumstances prevent a student from completing course requirements within the established timeframe. Students should contact the instructor as soon as possible to discuss their circumstances and determine whether they meet the university's current requirements for an Incomplete grade.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material – or whether it meets the course’s expectations for AI use – the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/.

File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and 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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.

Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>. Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early – these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early – appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
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