



Chaminade
University
OF HONOLULU

EPSY 701 Syllabus, October 2022

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waiālae Avenue - Honolulu, HI 96816

EPSY 701 Psychological Foundations of Education, Development, and Learning (3)
Doctor of Education in Educational Psychology Concentration in Mental Health Counseling
Fall 2022 (10/1-12/11)

Online

Asynchronous, Each Week Starting Sunday at 11:59pm HST

3 Credits

Instructor: Sean P Croucher, MA, CAS, BCBA, LBA

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Office Location: Online

Office Hours: By Appointment, please allow 2 days advanced notice

*Unless it is a pressing issue, text messages are preferred. Please include your full name and course as I teach a variety of classes at Chaminade. On the weekend, please allow at least one day (24 hrs from initial transmission) for all emails and text messages. In general students can expect a response in under 24 hours.

University Course Catalog Description

This course examines psychological theories of learning and development with a focus on their application to the classroom, counseling, and the school setting. Theories of human development, learning, information processing, teaching, constructivism, motivation, and cultural factors are examined.

EdD in Educational Psychology Program Learning Outcomes (PLOs)

Educational Psychology students will:

1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Program Linking Statement:

Through a variety of challenging case studies students will be required to research relevant developmental theories as well as current best practices and be able to communicate the results and potential curriculum to a variety of audiences (PLO 1& PLO 2). Through frequent research, collaboration, and evaluation of their peer's research student's will broaden their understanding of strategies, prevention approaches, and wellness approaches (PLO 3). This course embodies the Marianist value of Educate for Adaptation and Change through challenging already practicing mental health professionals to be flexible with their current professional paradigms and learn new skill sets (PLO 4).

Course Description:

This course provides the study and application of educational psychology, developmental theories, and current best practices in the fields of educational psychology and mental health to meet the needs of Hawaii's school system. Through research, collaboration, evaluation, synthesis, and creation students will broaden their current skill sets so as to facilitate the development of Hawaii's youth, specific emphasis will be placed on mental health counseling.

Articulation of Characteristics and Values:

Marinist Value:

EPSY 701 examines psychological theories of learning and development with a focus on their application to the classroom, counseling, and the school setting. This course embodies the Marianist value of Educate for Adaptation and Change through challenging already practicing mental health professionals to learn new skill sets through a variety of challenging case studies. These case studies will not only draw on the professional's current knowledge of development and psychology, but broaden their professional perspectives by collaborating and learning from their peers; as well as learning, researching, and then applying a variety of state-of-the-art evidence-based practices to meet the needs of Hawaii's school system. This value guides this course through its focus on the additional development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking
4. 4. Open-mindedness

This will be found in weekly discussion, peer collaboration on culminating case study project, weekly research, and evaluation of research to current professional paradigms. Strict adherence to "Professional Disposition" (see Professional Disposition below) found in the Educational Psychology Policies and Procedures will not only be evaluated as an aspect of all assessments, but strictly enforced.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs. This class embodies the Native Hawaiian Value of 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. This will be accomplished by establishing students into heterogeneous collaborative work groups, based on their professional experience.

Class Structure:

The pedagogical method that will be the primary instructional method in this course as well as the EdD in Educational Psychology program is rooted in a constructivist action-teaching methodology that is student-focused versus teacher-focused (lecture-based). This perspective believes that learning occurs through experiences. This approach has been shown to promote deeper learning with higher quality outcomes. With this approach, students will be active in the classroom through the use of discussions, group work, and project-based assignments. This type of instructional method aligns with the field requirements of a doctoral level Educational Psychologist candidate as we are training individuals to be evidence-based decision-making leaders and highly effective clinicians. The student learning outcomes will be accomplished via the integration of theory, review of current literature, anecdotal accounts, creation of mental health curriculum, and the completion of three culminating case studies. Furthermore, students will be encouraged to display critical thinking regarding research/current mental trends, as well as best-practices within the counseling context/educational system. Ability to disseminate critical information to a variety of stakeholders will be assessed via written and video recordings.

Course Learning Outcomes (CLO)

By the end of this course, Educational Psychology students will be able to:

1. Apply educational, psychological, and mental health counseling theories of learning and information processing (PLO 3).
2. Evaluate theories of human development for school and mental health counseling settings (PLO 3).
3. Design inclusive learning and mental health counseling programs and environments (PLO 3).

Student Learning Objectives (SLO)

During this course, Educational Psychology students will:

1. Apply educational, psychological, and mental health counseling theories of learning and information processing to real-life case studies (CLO 1)
2. Communicate developmental progression and potential trajectory to a variety of stakeholders, possibly including the student (CLO 2).
3. Evaluate theories of human development, educational psychology, cognition, neuropsychology, and neurophysiology for school and mental health counseling settings (CLO 2).
4. Evaluate and apply to real life situations the current best practices in educational psychology/mental health within the context of the school system. (CLO 1, 2, 3)
5. Design inclusive learning, preventative, and mental health counseling programs and environments (CLO 3).

6. Be able to collaborate, communicate, teach, and learn from fellow peers in the spirit of the Marianist Education Value of Adaption and change (CLO 3).
7. Apply educational, psychological, and mental health counseling theories of learning and information processing to diverse populations and those identified as having an educational disability (CLO 1, 3)
8. Communicate educational impact of educational disabilities to a variety of stakeholders (PLO 1, 2, 3)
9. Understand the rudiments of psychoeducation assessment data and understand the potential educational implications of said data (CLO 1).

Assessments/Assignments:

3 Final Case Studies (Assessment for SLO 1,2,3,4,5,6,7,8&9) 20 points each totally 60 points.

During week 3 case study work groups will be formed with an assigned group leader. Groups will be provided a topic and group leader will facilitate the creation of a case study to collaborate on with the terminal goal of presenting the case and relevant educational programming to the rest of the class during the last three classes. Each student will be assigned to three different workgroups to collaborate and contribute to different role groups within that group (e.g. psychologist to parent, psychologist to school staff ect.). Starting week 4 and ending in week 7, evidence of weekly collaboration with all 3 groups will be part of weekly participation points (5 points/week= total of 20 points). Please see Case Study rubric in canvas for detailed description of case study project, role groups, performance criterion, weekly participation expectations, and allocation of points.

Introduction Video (Assessment of SLO 2 & 6) 5 Points

For the first class each student will create an introductory video for all students and instructor to watch and comment on. Video will be a creation from several guiding questions that can be found in canvas Intro Assignment and Rubric document. Video shall be no longer than 5 minutes and not shorter than 2 minutes. 5 points.

Experience Survey (Assessment of SLO 2&6) 5 points

Students will complete an experience survey and submit it to instructor by the end of the first week of class. Survey can be found in canvas. 5 points.

Prevention Project (Assessment of SLO 5) 10 Points

Each student will pick a Tier 1 topic, culturally diverse or marginalized population and utilizing at least 2 peer reviewed, evidenced based programs, summarize how that program could be implemented in Hawaii. To include educational implications and student outcomes. 4 students will be selected to use this content as their video submission for the class. Videos will be as if you were presenting to other educators. Specific project description and rubric can be found in canvas

Developmental Theory Summary and Educational Implication Assignment (Assessment of SLO 4&6) 10 points

Students will browse through an overview of Development and Educational Psychology theorist found in Ebook Central via the Sullivan Library (link below). Students will pick one topic of interested and thoroughly read that section/chapter, summarize, and provide educational implications could be broad implications and/or discuss a specific population. Assignment description and rubric can be found in canvas 10 pts.

<https://ebookcentral.proquest.com/lib/chaminade-ebooks/reader.action?docID=1127723&ppg=22>

Gonzalez-DeHass, A. R., & Willems, P. P. (2012). *Theories in educational psychology : Concise guide to meaning and practice*. R&L Education.

Week 2,4,5,6,&7 Video Active Student Responding (ASRs) Questions (Assessment of SLO 1,7,9)

For assigned weeks students will watch instructor's recorded video(s) and respond to ASRs embedded in the video(s), quizzes are located in the quiz section of canvas. Questions will be very literal, anyone with an advanced degree in mental health, paying attention to the recording should be able to respond correctly. 5pts per week/ 25 total.

Week 4-7 Journal Summaries (Assessment of SLO 1,4,7,9)

Journal Article Review Presentation (5 points) – Each student will locate 2 peer-reviewed journal articles from Chaminade University's EBSCOHost database (<https://lib.chaminade.edu/>) that is related to the educational topic(s) being discussed during the respective week. It is recommended that you find an article that speaks to best practice approaches for treatment, but you are not limited to this. Each week, you will present to the class in the respective Canvas Discussion Forum the following information about your chosen article:

- A summary of the articles
- A brief explanation how this article applies to the topic discussed that week.
- Give possible educational implications of the article, may include if you agree or disagree with the article and why.

All of the summaries must be answered with enough breadth and depth to support your thoughts, especially implications for education/learning. There is no minimum or maximum word count. Quality is valued more than quantity. Please submit your responses directly into the Discussion thread in Canvas. Do not submit your response as an attachment within the respective discussion thread.

In order to receive full credit, you must submit a PDF copy of the peer-reviewed journal article that you reviewed and cite the article at the bottom of your post in the Canvas Discussion Forum using APA format (hint: use the cite feature in EBSCO) or use your APA Manual. 5/week= 20 points total

Submit 2 summaries including 3 bullet points= 5pts

Submit 1 summary including 3 bullet points= 3 pts

Submit 2 summaries that don't include 3 points=3 pts

Submit 1 summary that don't include 3 bullet points=1 pt

Weekly Peer Discussions (Assessment of SLO 2,3,4,6)

Depending on the week discussions will range from 5 to 10 points reflecting requirements. Assignment expectations and weekly rubric can be found in Canvas. Each week you will comment on peer's submissions in the respective Canvas Discussion forms. Rubric/Expectations each week's discussions/reflections can be found in canvas.

Week 4-7 Weekly Participation in Case Study Groups (Assessment of SLO 2,3,4,6) 5pts/week 20 pts total

Each student will be assigned to 3 different case studies and will provide evidence of weekly communication to other member via respective discussion groups and/or at the discretion of the group leader, a synchronous meeting via ZOOM (dependent on group member availability, if a group member is not available group leader will be responsible for giving and receiving information from group members not present).

Evidence of participation weekly in all 3 groups= 5pts
Evidence of participation weekly in 2 groups=3
Evidence of participation weekly in 1 group= 2
No evidence=0

Video 20 points. (Assessment of SLO 2,3,4,6)

In addition to your introduction video each student will be required to create a video lasting no more than 5 minutes. Videos will either be the student explaining a preventative curriculum to a specific role group (4 videos, week 3) or present a case study to a specific role group (6 people, weeks 8-10). Descriptions and rubrics can be found in canvas. Videos should be uploaded to student's Chaminade google drive with link shared in appropriate discussion thread. **Make sure you allow open access to the video.**

Case Study Discussions Week 8,9, &10 (Assessment of SLO 1,4,7,9) 20 points per week, 60 total

All students, including those presenting a video, will comment on both videos presented that week (10 points). Description and rubric can be found in canvas.

All students will comment on at least one role group per case study (10 points). Description and rubric can be found in canvas.

Overall Professionalism (Assessment of SLO 5&6) 2 Points per class 20 total

Each week students will be evaluated on their professionalism on the below Six Pillars. As this is an **INCREDIBLY** important aspect to our job, criterion is 2=you met all or 0 you didn't meet all. Be advised, if you get a 0, very specific corrective feedback will be given, to include examples of proper conduct and non-examples of proper conduct. Should you receive more than one "0", additional measures outlined in the Educational Psychology Policies and Procedures may need to be taken. For the purpose of this course "counseling performance" shall be deemed "performance with peers and instructor".

The following Six (6) Pillars of Counselor Fitness
(Developed by Dr. Blendine Hawkins, PhD, Assistant Professor of Psychology at Chaminade University of Honolulu)

I. Humility & Openness

Counseling performance enhanced by acceptance of new information, empathizing with others' opinions, experiences, and reality, seeking out new learning experiences, keen curiosity about new/novel situations.

II. Reflexivity

Counseling performance enhanced by designing and taking ownership of a personal/professional development plan by engaging in a continual process of reflection, critical thinking, and self-assessment by using various forms of feedback about one's own effectiveness, being receptive, and responding professionally to feedback, including assessment data, supervision and consultation, client feedback, personal therapy, and evidence-based research.

III. Psychological Flexibility & Adaptability

Counseling performance enhanced by the ability to flex to changing circumstance, and to adapt to fluctuating situational demands unexpected events, and new situations, the dedication to positive-refocusing and reconfiguring mental resources and ultimately embracing challenges as opportunities to learn and grow.

IV. Emotional Stability & Self-Control

Counseling performance enhanced by one's internal balance and maintaining a state of emotional stability, successfully separating one's personal feelings from one's clinical work, having a high tolerance for ambiguity and other people's expressed emotions, having an in-the-moment awareness of own emotional triggers and fluctuations, and engaging in impulse and self-control in relationships with clients, supervisors, and colleagues.

V. Self-Awareness, Self-Monitoring, & Self-Care

Counseling performance enhanced by a commitment to self-awareness and to honestly and objectively examine own belief systems, values, needs, biases, and limitations and the effects of “self” on one’s work with clients while maintaining ethical and healthy boundaries, in addition to demonstrating an understanding of the importance of regularly monitoring and caring for self.

VI. Empathy

Counseling performance enhanced by having a warm understanding and open-minded acceptance of others viewpoints, the ability to see things from another person’s perspective, and a desire to truly understand their experiences of pain and injustice while creating an environment of cultural safety, and in counseling, the context is concerned with facilitating the expression of other’s thoughts and feelings.

The above 6 areas will also be included in many project rubrics as they are the cornerstone of effective practice. Put simply, if you don’t follow these, students and staff lose out on all the knowledge you have.

Grading

Total possible points= 300

A= 300-270 (110-90%)

B= 269-240 (89-80%)

C= 299-0 (<79%)

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus. See below for detailed weekly schedule and assignments due.

Journal Article Review, Video, and your portion of the Case Studies will be allowed to be submitted up to one week late with a 50% point deduction. Journal Article Participation will not be accepted after the due date specified in Canvas. The reason is because the Presentation and Participation assignments are designed to engage the class with your thoughts and feelings about the topics being covered for that week. Once the class has moved on to the next topic, late submissions will not be read by your peers. The Presentation and Participation adds value and depth to the class discussion during its respective week and that is why no exceptions, regardless of the reason provided, will be accepted.

Attendance

It is expected that you will be active on Canvas weekly. Health and safety are very important so please let your instructor know in advance if you are going to be inactive in Canvas for longer than 7 days.

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.

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 the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Course Approach:

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom (should your group decide to synchronously meet). Students must complete the readings and watch instructor videos prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner. In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

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

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct 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.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena. The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data,

which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

The above quotes were taken directly from:

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

The above quotes were taken directly from: Research Method In Social Relations Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

The above quotes were taken directly from: Methods In Behavioral Research Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

The above quotes were taken directly from: <http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological,

intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn

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all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

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 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 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.

Tentative Course Schedule

*******Wednesday due dates are by 11:59 HST, there are no late submissions accepted, unless for excused reasons. These submissions are content that is critical for other students to review and comment on, please do not wait to the last moment to submit.*******

Assignments are listed in order they should be completed in, this will also be reflected in canvas. This sequence of assignments may assist you in completing the other assignments. For example instructor may bring up something in his video that a student may want to research so as to complete other projects/assignments.

Week	Topic	Assignments & Time Due
Week 1 10/1	Intro to Class	<ul style="list-style-type: none"> • Watch Instructor Intro Videos • Introduction Video Due By Wednesday @ 11:59 pm HST • Experience Survey Sunday 11:59pm HST • Comment on everyone's video Sunday 11:59 HST
Week 2 10/9	Developmental Theory Refresher	<ul style="list-style-type: none"> • Watch Instructor's Video & Complete ASRs by Sunday • Read Online Book & Summarize with Educational Implications by Wednesday @11:59 HST. • 2 Weekly Discussions by Sunday
Week 3 10/16	Proactive Passion Project	<ul style="list-style-type: none"> • Summary of Prevention Program due Wednesday • 4 Students chosen to create prevention video (4 videos) with education implications due Wednesday • Comment on 1 video & 1 article. Sunday
Week 4 10/23	Developmental Delay & Intellectual Disability	<ul style="list-style-type: none"> • Watch Instructor video(s) & Complete ASRs in Canvas by Sunday. • Summarize 2 journal articles by Wednesday • Journal Participation Discussion Sunday • Evidence of Case Study Group Participation Sunday
Week 5 10/30	Specific Learning Disability, Culturally Different, & English Language Learners	<ul style="list-style-type: none"> • Watch Instructor video(s) & Complete ASRs in Canvas by Sunday. • Summarize 2 journal articles by Wednesday • Journal Participation Discussion Sunday • Evidence of Case Study Group Participation Sunday
Week 6 11/6	Autism Spectrum Disorder & Other Health Disability	<ul style="list-style-type: none"> • Watch Instructor video(s) & Complete ASRs in Canvas by Sunday. • Summarize 2 journal articles by Wednesday • Journal Participation Discussion Sunday • Evidence of Case Study Group Participation Sunday
Week 7 11/13	Emotional Disability & Conduct Disorder	<ul style="list-style-type: none"> • Watch Instructor video(s) & Complete ASRs in Canvas by Sunday. • Summarize 2 journal articles by Wednesday • Journal Participation Discussion Sunday • Evidence of Case Study Group Participation Sunday
Week 8 11/20	Case Studies	<ul style="list-style-type: none"> • Submit Case Studies to group via Canvas, including 2 videos by Wednesday • Video Discussions by Sunday

		<ul style="list-style-type: none"> • Case study Discussions by Sunday
Week 9 11/27	Case Studies	<ul style="list-style-type: none"> • Submit Case Studies to group via Canvas, including 2 videos by Wednesday • Video Discussion by Sunday • Case study Discussion by Sunday
Week 10 12/4	Case Studies	<ul style="list-style-type: none"> • Submit Case Studies to group via Canvas, including 2 videos by Wednesday • Video Discussion by Sunday • Case study Discussion by Sunday