



Chaminade University OF HONOLULU

SPSY 702: Human Development and Diversity

Term: Winter 2024

Class Time: Online

Location: Online (<https://chaminade.instructure.com/>)

Instructor: Daniel McCleary, Ph.D., LSSP, LP, NCSP

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Office Telephone: N/A

Office: N/A

Office Hours: N/A

Required Text:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Arnett, J. J. (2016). *Human development: A cultural approach* (2nd ed.). Pearson.

Harrison, P. L., Proctor, P. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Foundations* (7th ed., Vol. 3). NASP.

Miller, P. H. (2016). *Theories of developmental psychology* (6th ed.). Worth Publishers.

Required Selected Readings:

Murray, T. R. (2005). Kohlberg's moral development model. In T. R. Murray (Ed.), *Comparing theories of child development* (6th Edition) (pp. 428-445). Cengage.

Webb, P. K. (1980). Piaget: Implications for teaching. *Theory into Practice*, 19, 93-97.

Recommended Text:

Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Pearson.

* Additional reading assignments may be assigned during class.

Catalog Course Description

This course provides an overview of developmental theories, models, and concepts across the lifespan with an emphasis on diverse populations. Students will examine physical, cognitive, social-emotional, and linguistic development from prenatal through adulthood. The influences of culture, environment, genetics, and neural functioning will be explored. Typologies and etiologies of neurodivergence will also be reviewed.

EdS in School Psychology Program Learning Outcomes (PLO)

EdS in School Psychology students will:

- Exhibit competency in varied models and methods of assessment and data collection to identify strengths and needs, monitor progress, and engage in data-based decision-making related to academic, behavioral, and mental health functioning. (NASP Domains 1, 2, & 4)
2. Employ knowledge and skills to promote services at the individual, family, group, and system levels intended to enhance school climate, learning, and mental health and develop the necessary skills for students to become effective learners. (NASP Domains 3, 5, 6, & 7)
3. Apply knowledge of diversity factors in development, culture, and individual differences to provide effective services, advocate for social justice, and enhance family and school partnerships. (NASP Domains 7 & 8)
4. Exhibit legal, ethical, and professional standards in the application of skills in communication skills of communication, collaboration, and supervision to improve school and community climates. (NASP Domains 6 & 10)
5. Display skills to evaluate and apply research, translate evidence-based practices to professional work, and demonstrate knowledge of varied school psychology service delivery models. (NASP Domains 1, 5, & 9)

Articulation of Characteristics and Values

SPSY 702 Human Development and Diversity is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of School Psychology. School Psychology seeks to identify and understand why we do what we do and think what we think within the context of diversity. This value guides this course through its focus on the development of:

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

This will be found in our class discussions and in our capstone culture presentation.

Course Learning Outcomes

School Psychology students will:

1. Apply major developmental theories, models, and processes across domains to understand trajectories from infancy through adulthood. (NASP 8)
2. Examine diverse influences on development including culture, environment, genetics, and neural factors. (NASP 8)
3. Utilize knowledge of developmental norms and disabilities to provide effective,

- equitable services for children from all backgrounds. (NASP 8)
4. Integrate principles of diversity and inclusion into professional practices that support healthy development for all students. (NASP 8)

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. Students must complete the readings 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.

Course Requirements: There are no prerequisites for this course.

Assignments:

1. **Quizzes (100 points):** Eleven quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the day the quiz is given. The lowest quiz grade will be dropped.

2. **Best Practices Video and Discussion (50 points):** Each student will post a 5-7 minute video of an assigned Best Practices chapter related to equitable practices for diverse student populations. Everyone is expected to read each Best Practice chapter. *The presenter must post the video by 10:00 AM (Hawai'i time) on the due date to give everyone time to respond by the end of the day.* The assigned student will select additional relevant material appropriate to the topic to enhance the material. In addition, the video presenter should pose one to two discussion questions for the rest of the class to respond to on the Discussion Board (e.g., What were your take-aways? What stood out to you?). If you are not the video presenter, you must respond to the question(s) posed by the presenter.

3. **Theoretical Presentation (50 points):** Students will be responsible for presenting material on a developmental theory assigned in class. Everyone is expected to read the assigned theoretical chapters. In addition to presenting the most salient material from the assigned chapter, each presentation will include a review of at least 2 related peer-reviewed research articles published within the last 15 years. *Cultural influences according to the developmental theory and/or relevance of the theory to a multitude of cultures must be incorporated in the presentation.* All materials prepared for the presentation must be uploaded to Canvas in addition to the video. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24-hour period until the materials are corrected and submitted. Presentations shall be within 20-30 minutes.

4. **Culturally Responsive Case Study (100 points):** For this assignment, you will conduct an in-depth case study examining a K-12 student's development and diversity factors. You will apply developmental theories and research to make recommendations that support equitable outcomes for the focus student.

Case Study Components:

1. Introduction - Provide an overview of the case study goal, your focus student, and the learning outcomes addressed.
2. Student Description - Present detailed information about the focus student, including:
 - Demographic background
 - Cultural identity
 - Family context
 - Developmental history
 - Abilities/disabilities
 - Other diversity factors
3. Developmental Analysis - Analyze the student's development in physical, cognitive, linguistic, social-emotional, and other applicable domains. Interpret their development using theories and research from the course. Consider cultural influences.
4. Recommendations - Make at least 3 recommendations to support the student's wellbeing and positive development. Recommendations should be evidence-based, equitable, and responsive to diversity. Explain how they align with NASP standard 8.

5. Conclusion - Summary of analysis and recommendation rationale. Reflect on your own cultural competence.

This assignment emphasizes culturally responsive practices, evidence-based recommendations, the consideration of diverse students' needs and backgrounds, and focus on providing equitable and inclusive services to all students, considering their individual characteristics and cultural contexts.

- 5. Exams (100 points each):** There will be 2 exams in this course. Exams will cover all material assigned and discussed in class.

Students will be provided an opportunity to review all graded content during the next class or by appointment (end of course exam). If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding review of the exam grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

- 6. Reflection Post and Comments (50 points):** Students will write a two-page reflection on what they have learned in the course and how it applies to their current or future work in school systems. The reflection will be posted on the course website for peers to read and comment on. The post should not be a summary of information presented in the course. Instead, it should present how the information in the course pertains to lived experiences and/or connects with information learned in other courses. The reflection may also address how one's perspective of human development and diversity has changed over the course of the semester. Each student must also respond to at least three peer reflection posts in a meaningful and thoughtful way. ***In order to respond to peer's post before the due date, you and your peers will have to post your reflections well before the due date.***

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.*

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

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. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

1. Quizzes	100 points
2. Best Practices Video and Discussion	50 points
3. Theoretical Presentation	50 points
4. Culturally Responsive Case Study	100 points
5. Exams	200 points
6. Reflection Post and Comments	50 points
	<hr/> 550 points

A = 90-100%	495-550 points
B = 80-89%	440-494 points
C = 70-79%	385-439 points
D = 60-69%	330-384 points
F = <60%	0-329 points

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by contacting the instructor prior to missed class or assignment. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Students are expected to actively participate in course room discussions. Students should notify their instructor when illness or circumstances prevents them from actively participating in class for periods longer than one week.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 9 hours per week engaged in this course, 40 completing the shadow practicum experience and portfolio, 10 hours studying for each exam, 5 hours writing the reflection post and responding to peers' reflection posts, 10 hours creating a Best Practices video and responding to peers' videos, and approximately 75+ hours of additional class engagement (e.g., assigned readings and videos).

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.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

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.

For further information, please refer to the Student Handbook:

<https://assets.chaminade.edu/wp-content/uploads/2022/07/29101951/22-23-Student-Hanbook-Working-Revisions.pdf>

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.

Marianist Educational Values

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

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.

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 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.

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.

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.

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 however, the main focus is on the Marianist value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. Cross cultural psychology looks at the impacts of culture on human behavior and helps us to understand how people are able to adapt and change as cultures change and the world becomes more of a global community.

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

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.

Research Design in 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.

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.

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.

<https://allpsych.com/research-methods/introduction/replication/>

Tentative Course Schedule

Wk	Date	Topic	Required Reading	Assignments DUE
1a	1/9	Course introduction/syllabus APA Style Stages (pp. 8-20)	Syllabus APA Manual B&B	<u>Theoretical Sign Up DUE</u> <u>Best Practices Sign Up DUE</u>
1b	1/12	A Cultural Approach to HD Genetics and Prenatal Development BP For Using Intersectionality for Direct Service	Arnett Ch. 1 Arnett Ch. 2 F1	Quiz 1
2a	1/16	Birth and the Newborn Child Freud and Erikson BP for SPs Acting as Agents of Social Justice	Arnett Ch. 3 Miller Ch. 3 F2	Quiz 2 <i>Theoretical presentation (2)</i> <i>Student presentation</i>
2b	1/19	Infancy Toddlerhood Vygotsky (pp. 105-112) BP in School Services to Promote Restorative Justice	Arnett Ch. 4 Arnett Ch. 5 B&B F3	Quiz 3 <i>Student presentation</i>
3a	1/23	Early Childhood Piaget/Theory of Mind (pp. 90-92) Parenting Styles (pp. 180-190; 375-382) Vygotsky and Sociocultural BP in Addressing Systemic Racism and Oppression	Arnett Ch. 6 B&B B&B Miller Ch. 4 F4	Quiz 4 <i>Theoretical presentation (1)</i> <i>Student presentation</i>
3b	1/26	Middle Childhood Technology (pp. 208-211) Piaget Piaget Piaget (pp. 81-86; 95-99; 204-208; 340-346; 416-417) BP in Conducting Assessments via School Interpreters	Arnett Ch. 7 B&B Miller Ch. 2 Webb (1980) B&B F9 (2014)	Quiz 5 <i>Theoretical presentation (2)</i> <i>Student presentation</i>
4a	1/30			EXAM
4b	2/2	Adolescence Suicide and Risk Taking (p. 401 & 403) Kohlberg Moral Development Moral Development (pp. 256-265) BP in Promoting Equitable Services...in Urban Schools	Arnett Ch. 8 B&B Thomas Ch. 14 B&B F5	Quiz 6 <i>Theoretical presentation (1)</i> <i>Student presentation</i>
5a	2/6	Emerging Adulthood Social Learning Theory BP in Promoting Equitable Services...in Rural Schools	Arnett Ch. 9 Miller Ch. 6 F6	Quiz 7 <i>Theoretical presentation (1)</i> <i>Student presentation</i>
5b	2/9	Young Adulthood Biological Approaches BP in SP Services for Economically Marginalized	Arnett Ch. 10 Miller Ch. 5 F7	Quiz 8 <i>Theoretical presentation (1)</i> <i>Student presentation</i>
6a	2/13	NASP Convention	NASP	NASP
6b	2/16	NASP Convention	NASP	NASP
7a	2/20	Library Day (work on case study) BP in Addressing Needs of Indigenous Children	F9	Bonus Quiz
7b	2/23	Middle Adulthood Gibson's Ecological Theory of Perceptual Development BP in Academic Services for English Learners	Arnett Ch. 11 Miller Ch. 8 F8	Quiz 9 <i>Theoretical presentation (1)</i> <i>Student presentation</i>
8a	2/27	Late Adulthood Information Processing Information Processing (pp.211-213) BP in Effective & Equitable Services..Court Involvement	Arnett Ch. 12 Miller Ch. 7 B&B F10	Quiz 10 <i>Theoretical presentation (1)</i> <i>Student presentation</i>

8b	3/1	Death and Afterlife Beliefs BP in Inclusive School Environments...for LGBTQIA+	Arnett Ch. 13 F11	Quiz 11 <i>Student presentation</i>
9a	3/5	Prepare for Case Study and Final Exam		
9b	3/8			Case Study DUE
10a	3/12			FINAL EXAM DUE
10b	3/15			Reflection Post & Comments

Late Work Policy

All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, **ten points** will be deducted for every day the assignment is late.

Writing Policy

All written work should strictly adhere to APA Style (7th ed.).

Instructor and Student Communication

Questions for this course can be emailed to the instructor at daniel.mccleary@chaminade.edu. Online and phone conferences can be arranged. Response time will take place up to 24 hours during regular business days.

Technical Assistance for Canvas Users:

- 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.

Best Practices Video and Discussion Rubric

Scoring Criteria	Total Points	Score
<i>Introduction</i> is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
The video presenter had a clear understanding of the material and presented information in an orderly and clear manner (logical sequence).	5	
<i>Additional material</i> selected for presentation was appropriate to the topic and relevant background information was provided.	4	
Technical terms are well-defined in language a reasonable person could understand (e.g., a parent at an IEP meeting).	5	
The video presenter posed meaningful discussion questions. For example, <i>the presenter prepared discussion questions</i> , elicited “take-away” points.	10	
An appropriate amount of material is prepared, and points made appropriately reflect their relative importance.	2	
There is an obvious <i>conclusion</i> summarizing the information.	2	
Length is satisfactory (i.e., 5-7 minutes).	5	
Information was well communicated and maintained a sense of <u>professionalism</u> (e.g., speaker is appropriately animated and uses appropriate language and visuals).	2	
Posted at least one response to every peer’s Best Practices video presentation by the due date.	10	
Video was posted by 10:00 AM (Hawai’i Time) on the due date.	--	--
Total Points	50	

Areas of Reinforcement:

Areas of Refinement:

Theoretical Presentation Rubric

Scoring Criteria	Total Points	Score
<u>Introduction</u> is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
Presenter had a clear understanding of the material presented and provided current research on the topic.	5	
Additional material (at least 2 research articles within the past 15 yrs) selected for the presentation was appropriate to the topic and relevant background information was provided.	5	
Technical terms are well-defined in language a reasonable person could understand (e.g., a parent at an IEP meeting).	5	
Presenter provided a demonstration of the theoretical concepts	10	
Cultural influences according to the developmental theory and/or relevance of the theory to a multitude of cultures is addressed during the presentation.	5	
There is an obvious <u>conclusion</u> summarizing the presentation.	5	
Length of presentation meets the assigned time limit (20-30 minutes).	5	
Information was well communicated and maintained a sense of <u>professionalism</u> (e.g., speaker maintains good eye contact with the audience, is appropriately animated, and uses appropriate language and visuals).	5	
Reminder: Submission is due by 10:00AM Hawai'i time.	--	--
Total Points	50	

Area of Reinforcement:

Area of Refinement:

Rubric for Culturally Responsive Developmental Profile Assignment:

Criteria	Does Not Meet Expectations (~0 points)	Meets Expectations (~10 points)	Exceeds Expectations (~15 points)
Description of Student's Background (NASP 8)	Does not accurately describe diverse cultural, linguistic, socioeconomic contexts impacting development.	Describes cultural, linguistic, socioeconomic contexts shaping student's development using case details.	Provides in-depth description of diverse factors impacting student's development with specific examples.
Application of Developmental Theory (NASP 8)	Does not apply developmental theories and research to analyze student's physical, cognitive, linguistic, social-emotional development.	Analyzes developmental levels across domains using theory and research. Identifies strengths and needs.	Provides comprehensive analysis integrating theories to explain development across domains.
Influence of Diversity on Development (NASP 8)	Does not explain how student's background may influence developmental processes.	Explains how cultural background affects student's developmental trajectory based on theory and evidence.	Provides specific examples demonstrating culture's influence on development across domains.
Culturally Responsive Recommendations (NASP 8)	Does not make appropriate recommendations to support student's development.	Makes culturally responsive recommendations to support healthy development based on understanding of diversity and equity.	Makes detailed recommendations integrating best practices for culturally sustaining, developmentally appropriate care. Advocates for inclusion.

Reflection on Equitable Practices (NASP 8)	No reflection on how this assignment has built knowledge and skills for equitable practice.	Reflects on own cultural competence and how this assignment has enhanced understanding of diverse development and equitable practices.	Demonstrates strong self-awareness and commitment to ongoing development of knowledge/skills for equity and inclusion.
At least 8 peer-reviewed journal articles are cited and referenced	0 2 4 6		
The paper follows APA-style (7 th ed.), using the Professional Style paper, Times New Roman, 12 point font, and no quotes.	0 2 4 7		
The paper is organized logically and is clearly and concisely written.	0 2 4 6		
The paper is free of spelling, typographical, and grammatical errors.	0 2 4 6		

Reflection Post and Comments Rubric

Scoring Criteria	Total Points	Score
Reflection post is ~2 pages long	10	
Reflection focuses on what was learned in the course and how it applies to their current or future work in school systems (e.g., how the information pertains to lived experiences and/or connects with information learned in other courses). The reflection may also address how one's perspective of human development and diversity has changed over the course of the semester.	20	
The reflection does <i>NOT</i> include a summary or regurgitation of textbook information.	5	
The student responded to at least 3 peer reflection posts in a meaningful and thoughtful way.	15	
Total Points	50	