

## CHAMINADE UNIVERSITY

### SPSY 709 SPED Assessment, Identification, and Planning Fall 2024

Class Time: Online

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

**Instructor:** Gary Thomas, PhD

**Email:** [gary.thomas1@chaminade.edu](mailto:gary.thomas1@chaminade.edu)

**Office Telephone:** 808-339-0234

**Office:** N/A

**Office Hours:** 1-4 pm, M-F for calls; videoconference on request; email response within 24 hours. My preferred mode of communication is email.

Personal communication between students is encouraged but only by permission of course. There will be ample opportunities to communicate with your classmates and me during our five synchronous sessions, as well as on the Discussion Board. Please note respect and professionalism are expected in all communication, online or otherwise.

**Grading:** Assignments are due at the end of each week (Sun, 11:59 PM HST); I will post your assignment grade no later than the end of the following week.

#### **School of Education and Behavioral Sciences**

Ed.S. in School Psychology Program

Office Location: Behavioral Sciences 119

Phone: (808) 440-4233

If you have questions regarding the course or program reach out to your instructor or the School of Education and Behavioral Sciences.

#### **Required Texts (eTexts provided):**

Dombrowski, S. C. (2020). *Psychoeducation Assessment and Report Writing (2nd ed.)*. Springer.

Gibb, G. & Taylor, T. (2022). *IEPs: Guide to Writing Individualized Education Programs (4th Edition)*. Pearson.

Additional instructional materials are located in CANVAS/provided by the instructor.

#### **Catalog Course Description**

EdS in School Psychology Program Learning Outcomes (PLOs)

EdS in School Psychology students will:

1. 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)

### **Course Description**

This course provides training in multifaceted assessment and data-based decision-making for determining special education eligibility and service planning. Diagnostic assessment of developmental, academic, behavioral, and cognitive needs will be covered, along with interpretation and educational recommendations. Procedures for identifying disabilities, writing evaluation reports, and developing Individualized Education Plans will be addressed.

### **Characteristics and Values**

SPSY 709 SPED Assessment, Identification, and Planning is guided by the Marianist Educational Value of *Providing an Integral, Quality Education*, where achievement of excellence addresses the whole person. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities while respecting differences. The university curriculum is designed to connect the classroom with the wider world, beyond theory and technical practice to real world application. Additionally, as progress infers change, for learning to remain vibrant and relevant in changing times, open minds, critical thinking, creative problem-solving and real-world application are key- all cornerstones of the active learning process.

This will be found throughout the course.

### **Course Learning Outcomes**

School Psychology students will:

1. Administer valid diagnostic assessments across developmental, academic, cognitive, behavioral, and mental health domains. (NASP 2)
2. Interpret assessment data from multiple sources to identify student strengths and

- disabilities for special education. (NASP 2 & 5)
3. Synthesize evaluation results into coherent written reports that convey findings accurately and sensitively. (NASP 2)
  4. Make appropriate eligibility decisions and recommend evidence-based instructional strategies based on assessment data. (NASP 2 & 5)
  5. Develop legally compliant and pedagogically sound Individualized Education Plans that maximize learning for students with diverse needs. (NASP 5)

## **Course Approach**

I am a firm active-learning advocate- I've taught it and have practiced it for many years. We learn best when we follow theory with hands-on application, so you will see much of that in the course. You will use everything you learn as we progress through the course. I will utilize small groups, debates, role-playing, case studies and games in F2F classes, as well as more traditional lecture/test/writing assignment approaches. You will be assessed in how well you are able to apply what you learn in real-world activities/simulations, along with written reports and quizzes, with expectations explained in the assignments section. Please feel free to contact me if you have any questions about an assignment.

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas. Class format is hybrid; we will meet Wednesdays or Thursdays at 530 pm, as assigned by group, during weeks 1, 3, 5, 7, and 10. Typically there will be discussion boards and written/reading assignments posted for non-F2F class weeks. Students must complete the readings prior to class meetings and the posting of 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, which is a good thing as we invite differing views and perspectives as we strive for understanding. As such, we want to make sure to follow these standard ground rules:

- Acknowledge that people have different perspectives, experiences and backgrounds based on race, ethnicity, class, sex, age, culture, etc. We all have a right to our opinions, appropriately expressed. Understand there are always two or more sides to an issue, and typically the truth lies somewhere between, i.e. typically there are legitimate concerns on all sides. We'll see this demonstrated in our debates.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs as you do others.
- 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 welcomed and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

**Please note weeks begin on Mondays and finish on Sundays. Weekly assignments will be due on Sundays except when otherwise stated. Readings due the week of a synchronous class should be completed by the date/time of the class.**

Late Assignment Policy: Late assignment submissions will not be accepted. Emergency situations will be considered on a case-by-case basis.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and project preparation, 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 will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings comprehensively, i.e. what you read in week one may impact discussion in week nine.

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 [cstechsupport@chaminade.edu](mailto:cstechsupport@chaminade.edu) or (808) 735-4855.

### Course Assessments:

Assignments are due at the end of each week; I will post your grade no later than the end of the following week. Please feel free to contact me via email/text/call per my guidance above if you have any questions about assignments or grading. There will also be ample time during our five synchronous sessions for instructor-student (as well as student-student) interaction.

There will be much reading required, typical in a doctoral-level course. If you work hard and apply yourself, you will do fine in my courses. The only students that don't are those who show up unprepared, and/or don't show up. Please don't. Please note that the activities that will be conducted in the five F2F classes cannot be made up except for documented emergencies only.

Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following table:

Assignment	Points/1000	CLO
Chapter 60 Quiz Due Week 2	50	1-5
Issues in SPED Debate and Written Position Summary	100	1, 2, 4, 5

Due Week 3		
Discussion Boards x 5 Due Weeks 2,4,6,8,9	200	1-5
Written Assessment Report Due Week 6	200	1,2,3
Assessment Report Present/Roleplay: Eligibility Meeting Due Week 7	100	1-4
Chapter 60 Quiz Due Week 8	50	1-5
Capstone Project: <i>From Referral to IEP Case Study/Roleplay</i> , Written Assessment, ESR/IEP Reports Due Week 10	300	1-5

**Weekly Course Schedule (subject to change):**

<u>Date</u>	<u>Class Activity</u>	<u>Readings Due:</u>	<u>Assignments Due:</u>
Week 1: 9/30-10/6	<i>Synchronous Class</i> Introductions/Syllabus Reading Discussion Assessments and the SPED Process	Syllabus Gibb & Taylor p1-16, Introduction to SPED Dombrowski: Ch 1; p 226-228/IDEA and SLD	Discussion Board-Introductions

	<p>Prep for Mod 3 Debate</p> <p><i>Breakout Topics: Intro Ch 60, SLD and DD, (SES) and intro to SES Training Guide, and other resources</i></p>	<p>Ch 60/8-60-38 to 8-60-43: Elig Criteria-note SLD and DD</p> <p>SES Training Guide (review for discussion)</p>	
<p>Week 2: 10/7-10/13</p>	<p>Chapter 60/IDEA/DSM-5 SPED Issues Prep for Debate</p> <p><i>Breakout Topics: SLD and DD cont. (SES)</i></p>	<p>Court Case Review</p> <p>Chapter 60: Subchapter 5</p> <p>SES: Flowchart, p8 and elig categories</p> <p><i>Dombrowski: Ch 12 (ref for SLD)</i></p> <p><i>SES: LD elig category</i></p>	<p>Discussion Board 1: Purpose</p> <p>Assignment: Prepare for Debate</p> <p>Online Quiz 1: Ch 60/SES</p>
<p>Week 3: 10/14-10/20</p>	<p><i>Synchronous Class</i></p> <p>Review DB1 and Quiz</p> <p>SPED Issues: Debate</p> <p><i>Breakout Topic: ED and OHI (SES)</i></p> <p>Preview for Week 5/Prep</p>	<p>For Debate: Challenges And Controversial Issues In Special Education Today: Article</p> <p>Debate Issue Document</p> <p>Dombrowski: Ch 10 and 11</p> <p><i>SES: ED and OHI elig categories</i></p>	<p>Debate during Synchronous Class</p> <p>Assignment: Position Paper</p>
<p>Week 4: 10/21-10/27</p>	<p>School Level SPED Process: From Referral to IEP</p> <p><i>Breakout Topic: Autism (SES)</i></p>	<p>Dombrowski: Chapter 3, 21, 22</p> <p>SES: p10, 23-28</p> <p><i>Dombrowski: Ch 13 (ref for Autism)</i></p> <p><i>SES: p 30-31, 70-71 (Autism)</i></p>	<p>Discussion Board 2: Assessments and SPED</p> <p>Prep for Role Playing</p>

<p>Week 5: 10/28-11/3</p>	<p><i>Synchronous Class</i></p> <p>Review DB2</p> <p>Sattler</p> <p>Assessments and Report Writing: WV, B3, V3</p> <p>Case study assignments for assessment reports due end of Week 6</p> <p>Instructor in-class testing demo: S, DS; review instructions</p> <p>WISC-V DS student testing demonstration: DS/pair up</p> <p>School level SPED process</p> <p>Role playing: SST and Elig Meeting (dry run for Week 7)</p> <p><i>Break out Topics: ID, SoL, and others (SES); 504</i></p>	<p>Dombrowski: Chapter 6, 9 (also Ch 12-15 for examples of BASC-3 and Vineland-3)</p> <p>BASC-3 and Vineland-3 documents</p> <p>My sample reports</p> <p>WISC-V-Digit Span</p> <p>Sattler PPT on WISC-V and WPPSI-IV</p> <p>Pearson WISC-V Sample Report</p> <p><i>504 Checklist</i></p>	<p>Administer/Score/and interpret WISC-V DS and write a short summary report based on your testing, which will be assessed as part of your Week 6 report.</p>
<p>Week 6: 11/4-11/10</p>	<p>Assessments and Report Writing</p> <p>School Level SPED Process: Prep for Role-Playing Week 7</p> <p>Breakout topic: <i>Woodcock-Johnson Achievement Test</i></p>	<p>Dombrowski: Ch 7, 8, 10 (Interpretation)</p> <p>Sattler PPT on WISC-V and WPPSI-IV</p> <p>My sample reports</p> <p>Individual Case Studies from Dombrowski (Provided by Instructor Week 5)</p> <p><i>WJ-IV Summary</i></p> <p><i>WJ-IV Training Manual</i></p>	<p>Discussion Board 3: WJ-IV</p> <p>Written assessment report (using instructor/SES template and case study provided)</p>

<p>Week 7: 11/11-11/17</p>	<p><i>Synchronous Class</i></p> <p>Review DB 3</p> <p>Week 6 Report Assignment</p> <p>The Role of the SSC</p> <p>Eligibility Meeting Assessment Presentation: and Role-playing; preparation for Week 10 Capstone</p> <p>709 Intro and Exit PPT</p> <p>Intro to ESRs and IEPs and final assignment</p>	<p>Review Dombrowski Ch 21: oral reporting</p> <p>SES Training Guide for flow and presentation</p> <p>Gibb and Taylor: p 55-84; 93-105</p> <p>Instructor: sample ESR</p> <p>Instructor: Sample PLEP and Goals</p> <p>SES: p 90-98 (ESRs)</p> <p>SSC PD</p>	<p>Eligibility Meeting Assessment Presentation during Synchronous Class</p>
<p>Week 8: 11/18-11/24</p>	<p>SPED Process: Referral to IEP</p> <p>Writing an ESR</p> <p>Developing an IEP</p> <p>Case studies provided for assessment report, ESR and IEP PLOP and Goals.</p>	<p>Gibb and Taylor: p 55-84; 93-105</p> <p>Instructor: sample ESRs</p> <p>SES: p 90-98 (ESRs)</p> <p>Dombrowski Case Studies for Capstone Assessment- to be assigned</p> <p>Dombrowski 7, 8</p>	<p>Discussion Board 4: MTSS</p> <p>Gibb and Taylor: PLAAF Exercise p 63-64; Annual Goal Exercises p 75, 82, 83</p> <p>Online Quiz: Ch 60 (T-F)</p> <p>Next two weeks can work on Capstone Assessment and ESR/IEP requirements, which will be due by 12/9.</p>
<p>Week 9: 11/25-12/1</p>	<p>SPED Process: Referral to IEP Case Studies Analyses</p> <p>ESRs and IEPs</p> <p>The Role of the SSC</p> <p>Assessment for Capstone</p>	<p>Case Study Review</p> <p>Dombrowski 11</p> <p>Prep for Capstone: Review SPED process from Referral to IEP</p>	<p>Discussion Board 5: The role of the SSC</p> <p>Write Assessment to present for Capstone: due Week 10 (feedback from instructor on request; full report + recommendations. See Rubric)</p>



Week 10: 12/2- 12/9	<i>Synchronous Class</i> Review Quiz and DB 3/4  <i>Capstone: Eligibility Meeting Presentation and Role-playing through eligibility to IEP; ESR and IEP developed</i>	Ch 60, SES, Dombrowski, Gibb and Taylor  Review SPED processes, assessments, report writing	Written assessment Report, ESR and IEP PLEP and Goals (based on your assessment)

### Grading:

90-100%	A
80-90%	B
70-80%	C
60-70%	D
50-60%	F

### 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 made by texting/emailing the instructor or calling the Psychology program office (735-4751 or 739-8393). 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.

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation.

Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Per Graduate Program directive, missing more than one class session in a term is a basis for grade reduction/failure of the course. In the case of an emergency, inform your instructor of your absence.

Students must follow the attendance policy as stipulated in the syllabus of their Graduate Program Division courses. Penalties for not meeting the attendance requirements may result in the lowering of a final grade, withdrawal from the course, or failing the course.

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

The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

### **Excused Absences**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness with verification by a doctor, or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g. more than 20% of course meetings, or a significant portion of online or hybrid courses) the instructor should refer the case to the Dean with a recommendation on how the case should be handled, whether that be by withdrawal or incomplete.

### **Unexcused Absences**

Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course, the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
4. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. Unless otherwise specified, missing one week will drop the student one letter grade.
5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

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.

The minimum 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 noted above). Students enrolled in this course are anticipated to spend on average of 13 hours per week engaged in this course.

### **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://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

## **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 and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

## **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX 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 at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). 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](#).

### **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.

### **Kōkua ‘Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **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:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Vaues</b>	X	X	X	X
<b>PLOs</b>	X	X	X	X
<b>Native Hawaiian Values</b>	X	X	X	X

### 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.

<http://allpsych.com/researchmethods/replication.html> (Links to an external site.)