



Chaminade University

School of Education and Behavioral Sciences
Educational Psychology

Psychological Foundations of Human Growth and Development

Location meeting and Class meeting schedule: (Wednesday 5:30p-9:20p

Online) <https://chaminade.zoom.us/j/99217278726>

Credits: #3 Section: #700 Term: Fall 2025

Instructor Information

Instructor: Abby Halston, Ed.D, NCC, LMFT

Email: abby.halston@chaminade.edu

Phone: 808-739-4641

Office Location: Behavioral Science #111A

Communication

I aim to respond to all communications within 24-28 hours. For any questions or concerns, please send a direct email to **abby.halston@chaminade.edu**. Your inquiries are important, and I will make every effort to reply within the stated timeframe.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Sciences and academic school website:

<https://chaminade.edu/education-behavioral-sciences>

If you have questions regarding the Educational Psychology program, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course provides an in-depth exploration of the psychological principles and theories underlying human growth and development across the lifespan, with a particular focus on the developmental stages pertinent to PK-12 students. Emphasizing the interplay between biological, cognitive, and socio-emotional factors, the course examines how these elements influence learning, behavior, and mental health in educational settings. Students will engage with contemporary research and evidence-based practices to understand and address developmental challenges and promote optimal growth in diverse student populations. The course integrates culturally responsive approaches and aligns with the Marianist values of service, justice, and peace, preparing students to become effective mental health practitioners.

Time Allocation

This course requires a total of 135 hours of student engagement. It includes 8 hours of in-class participation for live sessions. Application assignments (CLOs 1 & 2) will account for about 75 hours, with students spending 10-12 hours on each of the 7 assignments to research, reflect, and write. Weekly online discussions (CLO 3) total approximately 20 hours, allowing 2 hours per discussion for posting and peer responses. Chapter quizzes (CLO 4) are allocated around 12 hours, and the final project (CLO 1) requires about 20 hours for research and synthesis.

Required Materials

Ormrod, J. E. (2024). *Educational Psychology: Developing Learners* (11th ed.). Pearson.

Canvas

Canvas will be the central hub for this course, facilitating assignments, discussions, quizzes, and the final project. All application assignments, including concept maps and strategy guides, will be submitted through Canvas, with detailed instructions, rubrics, and feedback provided on the platform. Weekly discussions will take place on Canvas, where you'll post and respond to peers, encouraging collaborative dialogue. Chapter quizzes will be conducted using Canvas's quiz tool, offering immediate feedback. The final project will also be submitted here, with guidelines and deadlines clearly outlined. Overall, Canvas will streamline access to course materials, submissions, and grading.

Learning Outcomes

EdD in Education Psychology Program Learning Outcomes (PLOs)

1. Develop and apply advanced clinical skills to effectively assess, diagnose, and treat a wide range of mental health concerns in PK-12 students, utilizing evidence-based practices and culturally responsive approaches.
2. Engage with an innovative, research-based, and real-world curriculum that emphasizes the development of strong clinical competencies, equipping them to meet the holistic and mental health needs of PK-12 students and deliver effective mental health services in educational settings.
3. Critically evaluate and apply scientific knowledge and research to inform the selection and implementation of effective mental health interventions, prevention strategies, and wellness approaches that promote the well-being of PK-12 students.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation skills, adapting to the evolving needs of diverse and complex organizational systems in the provision of comprehensive mental health services within educational settings.

Course Learning Outcomes (CLOs)

Upon completion of EDPSY 700, the student will be able to:

1. Develop a comprehensive understanding of major developmental theories and stages, and critically analyze how these frameworks apply to the cognitive, emotional, and social development of PK-12 students (PLO 1).
2. Evaluate the impact of biological, cognitive, and socio-emotional factors on the development and learning of PK-12 students, and apply this knowledge to inform mental health interventions and educational practices (PLO 3).
3. Integrate culturally responsive practices into the assessment and support of PK-12 students' developmental needs, recognizing the influence of culture, family, and community on human growth and development (PLO 2).
4. Synthesize knowledge of human growth and development to enhance leadership, supervision, and consultation skills within educational settings, adapting to the evolving needs of diverse student populations and organizational systems (PLO 4).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every

opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
 2. Provide an integral, quality education.
 3. Educate in family spirit.
 4. Educate for service, justice and peace, and integrity of creation.
 5. Educate for adaptation and change.
- **CLO 1: Understanding Developmental Theories and Stages** – This outcome reflects the Marianist value of providing a **holistic education**. By gaining a comprehensive understanding of developmental theories, students are encouraged to view each learner as a whole person, considering their cognitive, emotional, and social development. This approach emphasizes the formation of the individual in all aspects, a key aspect of Marianist education.
 - **CLO 2: Impact of Biological, Cognitive, and Socio-emotional Factors** – This aligns with the Marianist values of **community** and **justice**. Understanding the diverse factors affecting student development helps future educators create inclusive practices that promote equity and justice within educational settings. It also reinforces the commitment to building a supportive community that considers the needs of each student.
 - **CLO 3: Culturally Responsive Practices** – This learning outcome directly connects to the Marianist values of **adaptation and change**, as well as **service**. Integrating culturally responsive practices into assessments and support acknowledges and respects the diversity within the student population. It requires educators to adapt their methods to better serve students from various cultural backgrounds, embodying the Marianist call to service and embracing change for the betterment of the community.
 - **CLO 4: Enhancing Leadership and Consultation Skills** – This outcome is in line with the Marianist values of **educating for service, justice, and peace**. By synthesizing knowledge to improve leadership within educational settings, students prepare to advocate for diverse student populations and contribute to positive organizational change. This supports a commitment to promoting justice, peace, and the well-being of the 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 'Olelo 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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	4	5	4
PLOs	1	3	2	4

Course Activities

Application Assignments (CLOs 1 & 2)

This course features assignments that connect educational psychology theories to practical applications. Students will start by creating a concept map and conducting a child observation to explore developmental theories. They will then engage in activities such as designing an inclusive classroom, developing a learning strategy guide, and analyzing motivational climates. Additionally, students will demonstrate instructional strategies, design assessment tools, and create a cultural competence action plan. The course concludes with a personal philosophy statement, synthesizing key concepts and their application in future professional settings. Each assignment involves reflection or proposal writing to deepen understanding of educational psychology.

Online Discussions (CLO 3)

In this course, weekly online discussions are a critical component designed to deepen your understanding of key topics such as cognitive and linguistic development, individual and group differences, motivation, instructional strategies, and classroom management. Each week, you will engage in discussions that prompt you to analyze and apply theories from the textbook to

real-world educational scenarios while integrating insights from current peer-reviewed research. These discussions are structured to foster collaboration, enhance your analytical skills, and help you articulate how educational psychology principles can be effectively used in diverse educational settings.

Chapter Quizzes (CLO 4)

Chapter quizzes are designed to assess your understanding of key concepts and theories presented in each chapter. These quizzes will consist of a mix of multiple-choice, true/false, and short-answer questions, focusing on critical ideas such as cognitive development, motivation, instructional strategies, and assessment techniques. The quizzes not only test your recall of the material but also encourage you to think critically about how educational psychology principles apply to real-world educational settings. They serve as a valuable tool to track your progress and solidify your grasp of the course content.

Final Project (CLO 1)

For your final paper, you will write a comprehensive analysis of key developmental theories (e.g., Piaget, Vygotsky, Erikson) and their application to the cognitive, emotional, and social development of PK-12 students. You will also assess the strengths, limitations, and cultural considerations of each theory, culminating in a discussion of their implications for educators and school counselors. This assignment aligns with Course Learning Outcome 1, demonstrating your ability to apply theoretical frameworks to student development in a scholarly, analytical manner.

Course Policies

Attendance

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible to inform the instructor prior to the start of class should an emergency prevent you from attending.

****For Online classes: Please note that the online courses have only have 2 synchronous class meetings. It is imperative that you attend each synchronous class meetings. The instructor reserved the right to require make-up work for any class meetings missed to make-up for any or all material covered in the class.***

Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate program policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Late Work Policy

Assignments submitted after the due date will incur a 50% point deduction. Late submissions will be accepted until the last day of class. No work will be accepted after the course's final date, so please plan accordingly to avoid missed deadlines.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an "I" grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the "I" must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an "I" is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

Grading Criteria

Assignment	Points
Application Assignments	45
Online Discussions	45
Chapter Quizzes	65
Final Project	100

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

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

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

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

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

Title IX and Nondiscrimination Statement

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

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](#).

CUH Alert Emergency Notification

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

Assessment for Student Work

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

Student with Disabilities Statement

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

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

Kōkua 'Ike: Tutoring & Learning Services

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

Course Schedule

Week	Assigned Chapters	Assignments	Due Dates
1 ONLINE CLASS	Educational Psychology: Understanding Learning and Learners	Application Assignment Online Discussion Chapter Quiz	10/12/25
2	Cognitive and Linguistic Development	Application Assignment Online Discussion Chapter Quiz	10/19/25
3	Personal, Social, and Moral Development	Application Assignment Online Discussion Chapter Quiz	10/26/25
4	Individual and Group Differences	Application Assignment Online Discussion Chapter Quiz	11/2/25
5	Learning and Cognitive Processes	Application Assignment Online Discussion Chapter Quiz	11/9/25
6	Behavioral and Social Cognitive Theories	Application Assignment Online Discussion Chapter Quiz	11/16/25
7	The Complex Nature of Learning and Cognition	Application Assignment Online Discussion Chapter Quiz	11/23/25
8	Motivation and Affect	Application Assignment Online Discussion Chapter Quiz	11/30/25
9	Cognitive-Developmental Perspectives	Application Assignment Online Discussion Chapter Quiz	12/7/25
10 ONLINE CLASS	Social Contexts of Learning and Behavior	Final Project Presentation	