



School of Applied Psychology
Doctor of Education in Educational Psychology

EPSY 706 Career Development

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

Course Modality: Both Asynchronous and Synchronous (Five Sessions)

Class Meeting Schedule: Tuesdays (Sec 90) & Thursdays (Sec 91), 5:30-9:30pm HST

Credits: 3 Sections: 90 & 91 Term: Accelerated Summer 2026

Instructor Information



Instructor: Shauna Gega, PsyD, NCSP

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Phone: N/A

Virtual Office: Contact me for a meeting link

Virtual Office Hours: By appointment

ESY 706 - Synchronous Sessions

Tuesdays (Section 90) & Thursdays (Section 91)

5:30-9:30PM HST

[Click here to join our EPSY 706 Live Zoom](#)

Meeting ID: 811 2579 4874

Join by phone: +1 253 205 0468

Communication

Please contact me by email with any questions or concerns. I will typically respond within 24 hours; however, weekends and holidays may take longer.

School & Department Information

School of Applied Psychology

Office Location: Brogan Hall, 110

Phone: (808) 739-4604

If you have questions regarding the Doctorate of Education in Educational Psychology Program, reach out to your Instructor or the School of Applied Psychology.

Course Description & Materials

This course explores career and college readiness, vocational development, and social-emotional growth from PK through adulthood. Emphasis is placed on evidence-based and culturally responsive career development models and their integration into counseling and educational practice.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this accelerated course, students will spend an average of 13.5 hours per week engaged in this course. This includes a total of 15–20 hours of live synchronous sessions (five sessions total, approximately 3–4 hours each session), 6 hours writing discussion posts and responding to peers' posts, 20 hours completing the weekly Test Your Knowledge responses, 6 hours completing reflection papers, 16 hours completing the individual projects, 15 hours developing and presenting the final individual project, 18 hours collaborating on the team project and presentation, 3 hours studying for the comprehensive final exam, 3 hours completing the final exam, and approximately 28–33 hours of additional class engagement (e.g., assigned textbook readings, scholarly literature, preparation for synchronous sessions, and independent study).

Required Materials (eTexts provided)

Curry, J. R. & Milsom, A. (2021). *Career and college readiness counseling in P-12 schools* (3rd ed.). Springer Publishing LLC.

Recommended Materials

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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

Learning Outcomes

EdD in Educational 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 individuals across diverse populations and contexts within educational settings and communities, while 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 diverse client populations and deliver effective mental health services across educational, clinical, organizational, and community 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 individuals and communities in educational contexts and broader practice settings.
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 and other professional contexts.

Course Learning Outcomes (CLOs)

Upon completion of EPSY 706, Educational Psychology students will be able to:

1. Synthesize major career development theories and current research (PLO 3).
2. Evaluate college and career readiness frameworks for PK-12 populations (PLO 3).
3. Develop and implement culturally responsive career readiness curricula (PLO 4).
4. Apply evidence-based social-emotional learning practices to support career development (PLO 1).
5. Facilitate growth in others through consultation and leadership (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.

EPSY 706 Career Development 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.

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.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
PLOs	3	3	4	1	4
Marianist Values	2, 5	2, 4, 5	2, 3, 4, 5	2, 3, 4	2, 3, 4, 5
Native Hawaiian Values	2, 5	2, 4, 5	2, 3, 4, 5	2, 3, 4	2, 3, 4, 5

Course Approach

This course utilizes a combination of asynchronous and synchronous learning to provide flexibility while fostering meaningful interaction and collaboration. Most course content, including readings, Test Your Knowledge responses, discussions, and assignments, will be completed asynchronously within established deadlines. Five live synchronous class sessions, held via Zoom, will provide opportunities to discuss key concepts, engage in collaborative learning activities, and apply career development theories to authentic PK–12 scenarios.

Learning activities are designed to emphasize the practical application of career development theory within educational settings. Throughout the course, students will engage in individual and team-based assignments that include career assessments, case studies, resource

evaluations, curriculum planning, career readiness event design, and the development of a comprehensive PK–12 Career and College Readiness Curriculum Framework. These activities are intended to strengthen leadership, collaboration, and systems-level thinking while preparing students to support career and college readiness across diverse educational settings.

Students are expected to complete assigned readings prior to participating in discussions, synchronous sessions, and other course activities. Active participation, professional communication, and respectful dialogue are essential to creating a collaborative learning environment. Because many course topics involve diverse experiences, perspectives, and educational contexts, students are expected to engage in discussions with professionalism, openness, and respect.

To promote meaningful dialogue, please adhere to the following discussion guidelines:

- Recognize that individuals bring diverse experiences and perspectives shaped by culture, race, ethnicity, socioeconomic background, gender, age, disability, and other aspects of identity.
- Engage thoughtfully with course concepts and be willing to critically examine your own assumptions, beliefs, and professional practices.
- Foster a learning environment where all participants feel respected and valued. Personal attacks, disrespectful language, or dismissive behavior will not be tolerated. Healthy disagreement and respectful dialogue are encouraged and are often valuable components of professional learning.

Because this is an accelerated doctoral course, consistent weekly engagement is essential. Students are expected to review course materials, complete assigned readings, participate in discussions and synchronous sessions, and submit assignments by the established deadlines. Regular participation and preparation will enhance both individual learning and the collaborative learning experience.

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.

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 the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Prerequisites

Students need to be familiar with the Canvas Learning Management System to be successful in this course. Students are encouraged to review the [Canvas Student Guides](#) to ensure they are comfortable with the technology tools used in this course. For Canvas support during business hours, students can contact Chaminade Client Services by email at cstechsupport@chaminade.edu or by phone at (808) 735-4855. Students can also access 24/7 technical support directly from Canvas through [live chat with Canvas Support for students](#) or by calling the Canvas Support Hotline for students at (833) 209-6111.

Course Activities

Discussions (15 points each, 30 points total)

Students will participate in two online discussion forums designed to encourage professional dialogue, critical reflection, and application of course concepts. Discussions may include personal reflection, analysis of current issues, and connections to career development theories and professional practice. In addition to submitting an initial discussion post, students will respond thoughtfully to at least two of their peers' posts.

Initial discussion posts must be posted by Thursday 11:59PM HST and responses to peers must be completed by Sunday 11:59PM HST (these criteria are reflected in the discussion post rubric found on Canvas).

Test Your Knowledge Responses (10 points each, 150 points total)

Each week, students will respond to one Test Your Knowledge question from each assigned chapter. On selected weeks, the instructor may designate a specific question for discussion. When a designated question is assigned, students should respond only to that question and are not required to answer an additional question from the chapter.

Reflection Paper - Career Interest Assessment (20 points)

Students will complete the O*NET Interest Profiler to explore their career interests using Holland's Theory of Vocational Choice (RIASEC). After reviewing their assessment results, students will reflect on how their interests align with potential career pathways, evaluate the strengths and limitations of interest inventories, and consider how career assessments may be used to support career exploration and decision-making in their future professional practice.

Students are expected to utilize APA style formatting when completing the reflection paper.

APA format includes 12-point serif font (Times New Roman preferred), but 11-point sans serif fonts such as Calibri and Arial are also acceptable; one-inch margins; double spaces; in-text citation; correct level headings; and a title page (abstract is not necessary). Please refer to the APA style guidelines for student papers found in this course's Canvas modules.

Final Exam (100 points)

Students will complete a comprehensive final exam consisting of 40 multiple-choice questions that assess their understanding and application of the major career development theories and concepts explored throughout the course. The exam emphasizes the application of theory to authentic PK–12 educational settings and career development scenarios and serves as the culminating assessment of the course learning outcomes.

Individual Projects (65 points total)

- 1) Career Development & College Readiness in Hawai'i (30 points)** - Students will investigate how career development and college readiness are supported across Hawai'i's educational system. Through an analysis of state initiatives, programs, and partnerships, students will examine how career development is promoted from elementary school through postsecondary education, evaluate current practices, and reflect on the strengths and challenges of Hawai'i's approach to preparing students for successful educational and career transitions.
- 2) Career & College Readiness Resource Review (15 points)** - Students will develop a professional resource guide by evaluating online career and college readiness websites commonly used to support career exploration, postsecondary planning, and informed decision-making. Through reviewing and comparing multiple resources, students will identify practical tools to support diverse student populations and reflect on how these resources can be applied in their future professional practice.
- 3) Transition Assessment & Postsecondary Planning Case Study: Ikaika (20 points)** - Students will apply career development theory and transition assessment practices to develop a transition plan for a student with a disability. Using a case study, students will organize assessment information with the PINS framework (Preferences, Interests, Needs, and Strengths), complete key components of an IEP Transition Planning document, and reflect on how career assessment, theory, and interdisciplinary collaboration support successful postsecondary planning and transition outcomes.

Final Individual Project & Presentation (35 points)

Career Readiness Event & Presentation - In this assignment, students will design a developmentally appropriate career readiness event for an assigned grade band (elementary, middle, or high school) that promotes career awareness, exploration, planning, and

postsecondary readiness. Using career development theory and educational best practices, students will develop an event plan that addresses implementation, equity, evaluation, and leadership considerations, and present their event to the class during the synchronous (live) session in Week 8.

Team Project (50 points)

District Career & College Readiness Curriculum Framework & Implementation Plan and Presentation - Working collaboratively in teams, students will design a comprehensive, district-wide Career and College Readiness Curriculum Framework & Implementation Plan that promotes career awareness, exploration, planning, and postsecondary readiness across the PK–12 continuum. Grounded in career development theory, educational psychology, and systems-level leadership, the framework will include developmentally appropriate competencies, examples of learning experiences, implementation strategies, and methods for evaluating effectiveness. During the Week 10 synchronous (live) session, each team will present its framework and provide a professional overview suitable for district leadership and other educational stakeholders.

Grading Summary Table

	Assignment/Activity	Points
Discussions	2 Discussion Posts (15 pts each)	30
Chapter Questions	Test Your Knowledge Responses (10 points each)	150
Reflection Paper	Career Interest Assessment	20
Exams/Quizzes	Final Exam	100
Individual Projects	Career Development & College Readiness in Hawai'i	30
	Career & College Readiness Resource Review	15
	Transition Assessment & Postsecondary Planning Case Study: Ikaika	20
	Career Readiness Event & Presentation	35
Team Project	District CCR Curriculum Framework & Implementation Plan & Presentation	50
TOTAL		450

Alignment of Assessment and Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Discussions	X	X		X	X
Test Your Knowledge Questions	X	X			
Reflection Paper	X			X	
Final Exam	X	X	X	X	X
CCR in Hawai'i		X	X		
CCR Resource Review	X	X			
Transition Planning Case Study	X		X	X	X
Career Readiness Event & Presentation	X	X	X	X	X
District CCR Curriculum Framework & Presentation	X	X	X	X	X

Course Policies

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome. Group conveners will be responsible for ensuring that standard is met.

Attendance & Participation

Because this is a 10-week accelerated course with only five scheduled live lectures, **students are expected to attend all synchronous sessions**. Attendance and active participation are essential for your success and for meeting course learning outcomes. **One (1) absence** from a live session will result in a one-letter grade deduction from your final course grade. **Two or more absences** will result in automatic failure of the course or administrative withdrawal, per university policy.

If a student is unable to attend their regularly scheduled live session, they are permitted to attend the alternate session during the same week. **Students must notify the instructor in advance** if they plan to attend a different session or if they are unable to attend at all.

Students should also notify the instructor via email if illness or other extenuating circumstances prevent them from attending a session. It is the instructor's discretion to approve make-up work and adjust deadlines on a case-by-case basis.

Active participation in live discussions and collaborative activities is expected. Students who are unable to engage in class due to illness or other situations for more than one week should communicate with the instructor to make appropriate arrangements.

For synchronous sessions that occur each week for the 10-week course: **Unexcused absences from more than two synchronous sessions** may result in a grade reduction. Absences exceeding three or more sessions must be reported to the Associate Provost and the Records Office by the instructor, as required by university policy. **Students who stop attending the course without formal withdrawal will 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. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

The minimum 45 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.

The course syllabus indicates the number of credit hours for which the course is offered, along with a breakdown of how those credit hours will be allocated throughout the semester or term. Information includes the number of hours of direct faculty instruction, the number of hours of outside preparation expected of students, and any additional expectations for student engagement, such as online discussions or group projects necessary to earn the credit hours. The actual number of hours an individual student will take to complete the work will vary based on a variety of factors, including academic preparedness and prior knowledge.

This is a three-credit hour accelerated course requiring 135 clock hours of student engagement over a 10-week period, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 13.5 hours per week engaged in this course.

This includes a total of 15–20 hours of live synchronous sessions (five sessions total, approximately 3–4 hours each session), 6 hours writing discussion posts and responding to peers' posts, 20 hours completing the weekly Test Your Knowledge responses, 6 hours completing reflection papers, 16 hours completing the individual projects, 15 hours developing and presenting the final individual project, 18 hours collaborating on the team project and presentation, 3 hours studying for the comprehensive final exam, 3 hours completing the final

exam, and approximately 28–33 hours of additional class engagement (e.g., assigned textbook readings, scholarly literature, preparation for synchronous sessions, and independent study).

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments **within one week of the assignment's due date**. If a student submits an assignment after the due date, feedback and grading may take up to **one week from the date of actual submission**. Communications via email will generally be responded to on the same day but no later than 2 days after receipt.

Grading Policy/Late Work

It is assumed that students will allocate their time so that all assignments and quizzes will be submitted by the deadline. Make-up quizzes will only be considered if extraordinary circumstances occur that might reasonably prevent a student from meeting the quiz availability window (Monday-Sunday of each week). **Assignments should be submitted by the respective deadlines with the understanding that one point (1 pt) will be deducted for each day that the assignment is late.**

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.

Grading Scale (Based on 450 Points)

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

A	= 93-100% (419-450 points)
A-	= 90-92% (405-418 points)
B+	= 87-89% (392-404 points)
B	= 83-86% (374-391 points)
B-	= 80-82% (360-373 points)
C	= 70-79% (315-359 points) - Non-passing grade
D	= 60-69% (270-314 points) - Non-passing grade
F	= 59% and below (Below 270 points) - Non-passing grade

Grades of Incomplete

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with 30 days beyond the end of the term to complete all outstanding course

requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

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.

Artificial Intelligence (AI) Use

The instructor recognizes that generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Gemini, Microsoft Copilot) are becoming valuable professional resources in education and related fields. Students may use AI ethically to support learning activities such as organizing their ideas and content, improving writing clarity, or generating study materials. However, AI should not replace a student's own critical thinking, analysis, synthesis, or professional judgment. **All submitted work must reflect the student's original understanding of course content.**

Students are responsible for verifying the accuracy of any AI-generated information and for ensuring that all submitted work complies with the University's Academic Honesty Policy. If questions arise regarding the originality or authenticity of submitted work, the instructor may

request drafts, notes, outlines, revision history, or other evidence demonstrating the student's development of the assignment. AI detection tools may be used as one source of information but will not be the sole basis for determining academic misconduct.

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.

Tentative Course Schedule (Subject to Change)

Dates	Class/Learning Activity	Readings Due	Assignments Due
Week 1: 7/13-7/19	Overview of Career & College Readiness (CCR) Development Introductions <i>Synchronous Session #1</i>	Curry & Milsom (Ch. 1) Hawai'i P-20 Mandate	Discussion - Student Introduction Test Your Knowledge - Chapter #1
Week 2: 7/20-7/26	Exploring CCR Frameworks and Resources Preparing All Students for a Postsecondary Plan	Curry & Milsom (Ch. 2-3) ASCA Student Standards: Mindsets & Behaviors for Student Success	Career Development & College Readiness in Hawai'i Career & College Readiness Resource Review Test Your Knowledge - Chapter #2 Test Your Knowledge - Chapter #3
Week 3: 7/27-8/2	Examining Career Assessment & Evaluation Practices Cultural Considerations	Curry & Milsom (Ch. 4-5)	Reflection - Career Interest Assessment Test Your Knowledge - Chapter #4 Test Your Knowledge - Chapter #5
Week 4: 8/3-8/9	Curriculum Development across PK-12 CCR Development Programming in Early Grade Levels <i>Synchronous Session #2</i>	Curry & Milsom (Ch. 6-8)	Transition Assessment & Postsecondary Planning Case Study: Ikaika Test Your Knowledge - Chapter #6

			Test Your Knowledge - Chapter #7
			Test Your Knowledge - Chapter #8
Week 5: 8/10-8/16	CCR Development Programming in Elementary & Middle School Settings	Curry & Milsom (Ch. 9-10)	Test Your Knowledge - Chapter #9
			Test Your Knowledge - Chapter #10
Week 6: 8/17-8/23	High School Transition Planning	Curry & Milsom (Ch. 11-13)	Test Your Knowledge - Chapter #11
	CCR Development Programming in High School Settings		Test Your Knowledge - Chapter #12
	<i>Synchronous Session #3</i>		Test Your Knowledge - Chapter #13
Week 7: 8/24-8/30	CCR Development Programming in High School & Postsecondary Settings	Curry & Milsom (Ch. 14-15)	Test Your Knowledge - Chapter #14
			Test Your Knowledge - Chapter #15
Week 8: 8/31-9/6	Individual Project Presentations		Individual Project & Presentation - Career Readiness Event
	<i>Synchronous Session #4</i>		
Week 9: 9/7-9/13	Work on Team Project		Discussion - Career Readiness in the Real World
Week 10: 9/14-9/20	Course Review & Final Exam Review		Team Project & Presentation - District CCR Curriculum Framework
	Team Presentations		Final Exam
	<i>Synchronous Session #5</i>		