

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.	
a. Submitted by the College of: <u>College of Education</u>	Today's Date: <u>03/01/11</u>
b. Department/Division: <u>EDSRC</u>	
c. Is there a change in "ownership" of the course?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____	
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)	
e. Contact Person Name: <u>Ralph M. Crystal</u> Email: <u>crystal@uky.edu</u> Phone: <u>7-3834</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____	
2. Designation and Description of Proposed Course.	
a. Current Prefix and Number: <u>RC 525</u> Proposed Prefix & Number: <u>RC 525</u>	
b. Full Title: <u>Human Growth, Disability, and Development Across the Lifespan</u> Proposed Title: <u>Human Growth, Disability, and Development Across the Lifespan</u>	
c. Current Transcript Title (if full title is more than 40 characters): <u>See above</u>	
c. Proposed Transcript Title (if full title is more than 40 characters): <u>No change</u>	
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____	
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____	
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____	
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.	
Current:	<u>3</u> Lecture _____ Laboratory ⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
	_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
	_____ Seminar _____ Studio _____ Other – Please explain: _____
Proposed:	<u>3</u> Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study _____
	_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
	_____ Seminar _____ Studio _____ Other – Please explain: _____
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Current number of credit hours: <u>3</u> Proposed number of credit hours: <u>3</u>	

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¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

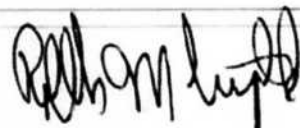
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin: <u>No change</u>		
<i>Proposed Course Description for Bulletin:</i> _____		
j: Current Prerequisites, if any: <u>No change</u>		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status: <input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop		
<small>*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.</small>		
l. Current Supplementary Teaching Component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
<i>Proposed Supplementary Teaching Component:</i> <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES, explain and offer brief rationale:</i> _____ _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES, identify the depts. and/or pgms: _____</i>		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES⁷, list the program(s) here: _____</i>		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)


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⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: RC 525
 Proposal Contact Person Name: Ralph M. Crystal Phone: 7-3834 Email: crystal@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EBSAC	2/8/11	Debra Harley 17-7199 DHARLEDD email	Debra A. Harley
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: RC 525	Date: 07/01/11
Instructor Name: Kathy Sheppard-Jones/Ralph Crystal	Instructor: kjone@uky.edu/crystal@uky.edu
Email:	
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? There are discussio boards for commuication among and between the studetns and instructor, email, and periodic chat rooms as part or the course. This course complies with the University Sensate Guidelines for Distance Learning courses.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The same text is used, the same materials are covered, and the same exams are given. Te instructor also teaches the campus version of this course.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Students are required to sign in through Blackboard. Students are given the plageriasm information covered in the Student Rights and Responsibilities book.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? This course is part of the on line Rehabilaiton Counseling program. If yes, which percentage, and which program(s)? <i>This course comprises one of aobut 16 courses offered on line</i> *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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Students have access to library resources as well as texts, papers, and other materials at the same level as campus students taking this course.

Library and Learning Resources

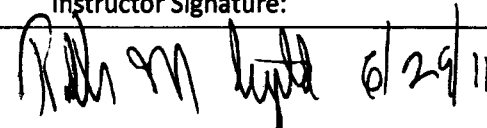
6. How do course requirements ensure that students make appropriate use of learning resources?
Students are expected to review all powerpoints, videos, lectures, as well as do the required readings and participate in discussion boards, which are comparable to class discussions.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
There are no laboratory, facilities, or equipment used in this course. The course requirements and the materials used in this course are the same as used in the campus version of the course.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<http://www.uky.edu/TASC/index.php>) and the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
Students contact the Instructional Technology center as well as contact the instructor regarding technical issues and problems.
9. Will the course be delivered via services available through the Teaching and Academic Support Center?
Yes
No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none"><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none"><input type="checkbox"/> Carla Cantagallo, DL Librarian<input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)<input type="checkbox"/> Email: dllservice@email.uky.edu<input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Ralph M. Crystal</p> <p>Instructor Signature: </p>

RC 525
Human Growth, Disability and Development Across the Lifespan
Fall 20XX – Distance Learning Section

Instructors: Ralph Crystal
Jackie Rogers

Office Address: Ralph Crystal - 224 Taylor Education Building
Jackie Rogers – 210 Taylor Education Building

Phone: 859-257-8275, Ralph Crystal
859-257-3834, Jackie Rogers

Virtual Office Hours: Arranged individually through email, teleconference, or adobe connect.

Technology Requirements: Computer with internet access to UK computer facilities. Access to digital video recorder, webcams, real player or related playback system.

Technology Assistance: Contact the Information Technology Customer Service center at 859-257-1300.

Preferred method To contact the Instructor: Email or Blackboard

Anticipated Response time: 1-2 days unless students have been notified otherwise

Information on distance learning library service: <http://www.uky.edu/Libraries/DLLS>

DL Librarian: Carla Cantagallo, DL Librarian; 859-257-0500 ext. 2171 or 800-828-0439 option 6, dllservice@email.uky.edu

DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16

Email Dr Crystal: crystal@uky.edu
Email Dr Rogers: jackie.rogers@uky.edu

Phone Dr. Crystal: 859-257-8275

Phone Dr. Rogers: 859-257-5284

Office Hours: Video Conference by appt

Course Description

This course provides a comprehensive study of human growth development in the context of rehabilitation counseling. Students will review human developmental theories across the life span and their implications and applications with persons with disabilities. Issues to be addressed include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spirituality and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition. Prerequisites – Admission to the Rehabilitation Counseling Program or Consent of Instructor.

Student Learning Outcomes

Upon completion of this course, students will: 1- articulate a working knowledge of social, psychological, spiritual and learning needs of individuals at all developmental levels; 2- describe the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice; 3- assist the consumer in developing active transition strategies to successfully complete the rehabilitation process, and; 4- develop approaches that will facilitate enhancement of the individual with a disability's personal development, decision-making abilities, acceptance of responsibility, and quality of life:

Core Standards

This course addresses the following Council on Rehabilitation Education accreditation CORE standards:

- **C.2** Social and cultural diversity issues
- **C.3** Human growth and development
- **C.4** Employment and career development
- **C.7** Assessment
- **C.9** Medical, functional, environmental and psychosocial aspects of disability

Required Materials - Textbooks

Berry, J.O. (2009). *Lifespan Perspectives On The Family And Disability*. Austin, TX: Pro-Ed, Inc.

Salkind, N.J.. (2004). *An Introduction to Theories of Human Development*. Thousand Oaks, CA: Sage Publications.

Additional readings available online through UK Libraries will also be announced in the weekly activities.

Course Assignments

Our accreditation association and the policy of the Graduate School require that there be different assignments and grading criteria for undergraduate and graduate students in 400 G and 500-level courses. In this course, undergraduate students will not be required to complete the term paper. The course requirements and their points toward the total grade are presented below. The requirements and the points toward the final grade that each requirement represents are as follows:

8 Discussion Boards Participation at 5 points each	40
8 Quizzes at 10 points each	80
1 Term Paper at 100 points	100
2 Exams at 80 points each	160
	380 Total Points

NOTE: ALL assignments are to be submitted via Blackboard.

Summary Description of Course Assignments

*** Weekly Discussion Board Participation: (40 points)**

Students are expected to participate in the course through contribution in threaded discussion, including a minimum of 3 posts on the discussion board each week. Your instructor will advise you as to what is expected for full credit. Reasons for losing points in this requirement include lack of participation or consistent participation that is not topical. The class has been broken into discussion groups. You can find out which group you belong to by entering the "Group Discussion" section to find a list of the groups and their members.

*** Weekly Quizzes: (80 points)**

Following review of each week's materials, students will complete a quiz consisting of no more than ten questions.

*** Term Paper: (100 points)** Check announcements for due date.

Graduate students will complete a paper on one of the course topics; the specific topic will be determined by the student and instructor in consultation. Students are required to submit and have approved a one paragraph proposal to the instructor indicating which topic they will be pursuing. Papers should be 8 - 10 pages long. The paper is waived for undergraduate students.

Paper Format:

The term papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Plan ahead so that your paper will be turned in ON TIME in quality fashion. Late papers will be subject to lowering the overall grade. Papers must follow the American Psychological Association style manual (5th edition) and include at least six references.

* **Midterm Exam: (80 points)** Check announcements for due date.

A Midterm Exam will be given during Week Four. The short answer, essay type exam will cover all materials from Weeks One through Four.

* **Final Exam: (80 points)** Check announcements for due date.

A Final Exam will be given during Week Eight. The short answer, essay type exam will be cumulative, covering all materials from Weeks One through Eight.

Grades

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will then be translated into a letter grade as follows. Late assignments (including discussion board participation), will not be accepted without permission from the instructor. These are the minimums required to achieve each grade:

Grading Scale for Graduate Students

90 – 100% = A (High Achievement)
80 – 89% = B (Satisfactory Achievement)
70 – 79% = C (Minimum passing grade)
Below 70% = E

Grading Scale for Undergraduate Students

90 – 100% = A (High Achievement)
80 – 89% = B (Satisfactory Achievement)
70 – 79% = C (Minimum passing grade)

60 – 69% = D
Below 60% = E

Undergraduate students will not be required to complete the term paper.

Final Exam Information

The final exam will be available beginning Wednesday at 12:01am est through Tuesday at 4:30pm est of Week 8.

Mid-term Grade for undergraduates

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Submission of Assignments:

All assignments are to be submitted through Blackboard. In order to achieve and maintain sufficient progress in this web-based course it is necessary to complete and submit assignments/class activities by the due date indicated. A due date is provided on the course schedule with regard to each individual assignment. The submission window will close for each respective assignment after the due date indicated. Failure to submit an assignment by the due date could result in a failing grade for the assignment unless prior arrangements are made with the course instructor.

Additional readings may be assigned and will be made available to you. Completion of all course assignments/activities, including discussion board participation is mandatory. Acceptable reasons for excused absences/late assignments are listed in Student Rights and Responsibilities (5.2.4.2). Acceptance of late assignments is at the discretion of the course instructor. According to university guidelines, students are allowed an excused absence for specified reasons. The burden of proof is on the student; sufficient documentation may be required.

Attendance Policy:

Students are expected to review all course materials in the week the materials are available (see course outline below). Students are also expected to complete weekly quizzes during the three day window of availability each week. There are situations when absences are excused and extensions are granted. See below for policy on excused absences.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel

unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities

On-line classroom behavior, decorum, and civility

The university, and the course instructor and facilitator(s), maintain a commitment to respect the dignity of all students/guests, and to value responsible differences among members of the academic community. Discussion and debate are integral components of academic discovery, and every individual retains the rights to disagree respectfully in the course of that discovery. Students/guests have the right to take reasoned and respectful exception to opinions voiced by the course instructor or facilitator(s), other students, or guests. The expected level of civility in this course will not tolerate attacks of a personal nature or statements denigrating another on the

basis of race, sex, religion, sexual orientation, age, national/regional origin or other such personal factors.

Additional Detail Regarding Office Hours

In addition to availability for video conferencing, the instructors are available to speak with you, via email or telephone, concerning class matters throughout the semester. If you send an email, you can expect a response within a maximum of 48 hours, though most responses occur even quicker.

Tentative Course Schedule

Week 1

- Introduction and Overview of Syllabus and Requirements
- Human Development Theories and their application in Rehabilitation Counseling and for persons with disabilities
- Theories and processes of Physical and Cognitive Development across the Lifespan
- Developmental disabilities and chronic conditions in childhood

Week 2

- Theories of Moral, Social, and Behavioral development
- Cultural communities – rural and urbanicity
- Learning and social development across the lifespan

Week 3

- Early childhood assessment, services, systems, and resources
- The experience of families
- Adolescence
- Recreation for people with disabilities

Week 4

- School to work/post-secondary education transition for students with disabilities
- Ethical and legal issues impacting individuals and families related to adjustment and transition
- Assistive Technology and Universal Design
- Midterm

Week 5

- Career development and experiences of persons with disabilities across the lifespan
- Career and aging with a disability: Historical beliefs and attitudes toward disability and aging and their sociological impact
- Theories of Moral, Social, and Behavioral development and their interaction with models of disability; application in Rehabilitation Counseling and for persons with disabilities

Week 6

- Theoretical Perspectives:
 - - Psychodynamic perspectives
 - Cognitive-developmental
 - Learning approaches
 - Social-cognitive
 - Sociocultural approachesng with a Disability or Chronic Illness: A Biopsychosocial Approach

Week 7

- Current legislative, moral, and civil codes: the experiences of persons with disabilities
- Self-Determination across the lifespan
- Human sexuality and disability across the lifespan

Week 8

- Personal Values, Ethics, and Spirituality across the lifespan
- Abuse Among Vulnerable Populations
- Final Exam