



USU-REH 6260 Syllabus Human Growth and Development in Rehabilitation (3 credits) Fall Semester 2026

Kristal H. James, Ph.D., LCMHC, NCC, ACS, BC-TMH
Phone: 801-842-5904
Email: a02432789@usu.edu
Office Hours: By appointment

Course Location: Online

Course Meeting Day/Time: asynchronous online

Course Description

This course provides an overview of the major developmental theories and the way in which these theories relate to various types of disabilities across the lifespan, with differing types and times of onset. Issues faced by individuals at each of the life stages are presented as well as methods to provide effective and appropriate support. Major career development theories are also presented.

Textbook: Kuther, T. L. (2023). Lifespan Development: Lives in Context. Third Edition

Auto Access eBook: Lifespan Development: Lives in Context eBook, 3e by Kuther

This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course. **To access the materials, visit the Canvas course site.** For more details, including dates, deadlines, and opt-out info, visit your student Auto Access Portal: <https://portal.verba.io/usu/login>

Readings

Extensive readings will consist of selections from the required textbook, as well as book chapters and supplemental empirical articles (posted in CANVAS under the corresponding module). These can be downloaded from the course website or obtained from other websites. Students must complete all readings prior to the class period for which they are assigned. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. **If you are having trouble with CANVAS, contact CANVAS Support at (877) 399-1958.**



STUDENT LEARNING OUTCOMES

Key Learning Objective	CACREP Standard	Mechanisms to Achieve Objective
Describe development through the lifespan	3.C.1 theories of individual and family development across the lifespan	Readings, Personal Development Paper, Discussion Board Posts and Responses.
Recognize biological, social, and psychological factors that impact development	3.C.6 structures for affective relationships, bonds, couples, marriages, and families 3.C.8 models of psychosocial adjustment and adaptation to illness and disability 3.C.9 the role of sexual development and sexuality related to overall wellness 3.C.10 biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Readings, Personal Development Paper, Discussion Board Posts and Responses and Fact Sheets.
Apply theories and concepts when determining appropriate service provision	3.C.3 theories of learning 3.C.4 theories of personality and psychological development	Readings, Personal Development Paper, and Fact Sheets.
Recognize and acknowledge different perspectives (such as cultural) and learn how to account for them when providing services	3.C.11 systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness 3.C.13 effects of crises, disasters, stress, grief, and trauma across the lifespan	Readings, Personal Development Paper, Discussion Board Posts and Responses and Fact Sheets.



Students will identify and organize ways to promote resilience across the lifespan.	3.C.2 theories of cultural identity development 3.C.7 models of resilience, optimal development, and wellness in individuals and families across the lifespan 3.C.12 the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	Readings, Personal Development Paper, Discussion Board Posts and Responses.
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GENERAL COURSE POLICIES

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all CANVAS Discussion Boards in a professional manner.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. *All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.* The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Assignments are due on the dates noted in the course syllabus and in Canvas. **Late work will receive late point deductions as outlined in the syllabus under each assignment. No assignments will be accepted after the final date of the course for any reason.**
 - a. Please contact your course instructor with any extenuating circumstances prior to the due date of an assignment.



5. This is a fully asynchronous course, but participation is still expected and remains a vital part of this course. Please see the attendance section of this syllabus for more information on course expectations and policies. participation intensive course. Students must demonstrate engagement every week.

Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017; https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf) states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, see the code of ethics page referenced above). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others

4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Attendance is tracked differently in an asynchronous course. For Discussion Board weeks, attendance is evidenced by being active in the discussion board platform at least two separate days and following all instructions for each week. For weeks without a discussion board, attendance is evidenced through assignment submission. **Students who miss the first 2 weeks of class will be withdrawn from the course.**

Participation: Students are expected to participate in all learning activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal

experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Artificial Intelligence

In this course, students are permitted to use AI tools for all assignments, but only according to specific guidelines. Students may use AI for the following purposes:

- Brainstorming ideas
- Outlining concepts
- Writing feedback
- Writing revision
- Textual comparison and analysis
- Generating graphs and images

Students may not use AI to do the thinking for them. Students will be responsible for the content and quality of their assignment submissions, which are expected to meet the assignment criteria and demonstrate the student's own ideas, interpretation, and effort. In cases where AI use is not expressly allowed, submissions may be reviewed using AI detection tools, such as Copyleaks. If there is strong suspicion or evidence of unauthorized AI use in a submission, it may be reported as an academic integrity violation in accordance with [Article 6 of the USU Student Code](#), which outlines due process for instructors and students, including options for appeal. Possible sanctions may include a reduced grade and/or requirement to resubmit the assignment.

For Discussion Boards: AI should be cited as a reference, using APA style, whenever its outputs are used, quoted or paraphrased. Students should also do their due diligence to make sure the AI content they use does not plagiarize or infringe upon the copyrights or privacy of other individuals or content creators.

For CANVAS Submissions: Students are expected to include a statement with each assignment submission stating 1) which AI tool(s) they used, 2) for what purposes, and 3) how they used and modified the AI's output with their own contributions.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative



Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> ([Links to an external site.](#))[Links to an external site.](#)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of



the matter. Further information and forms for reporting an incident to USU can be found here:
<http://aaco.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

ASSIGNMENTS

Throughout the semester, you will complete two types of weekly graded assignments: Discussion Boards and Developmental Fact Sheets. These assignments are designed to help you engage with course material in different ways. Discussion Boards emphasize application, critical thinking, meaning making, and collaboration with your classmates, while Fact Sheets allow you to synthesize developmental theories into concise resources that can be used beyond this course.

Discussion Boards: (75 pts each)

Discussion Board weeks are designed to move beyond simply summarizing the textbook. You will be asked to apply developmental concepts, examine complex questions, make connections to rehabilitation counseling and disability, and learn from the perspectives of your classmates.

Unless otherwise stated in the individual assignment instructions:

- Your initial response is due by **Wednesday at 11:59 p.m. MST.**
- You must provide at least two substantive and meaningful responses to classmates throughout the week.
- All discussion participation must be completed by **Sunday at 11:59 p.m. MST.**
- Written and video responses are both welcome.



- Specific requirements and grading criteria are provided within each Discussion Board assignment.

Late initial posts will receive a deduction in points of 10% per day it is late. No discussion or replies will be accepted after Sunday on the week it is due.

Fact Sheets: (30 pts each)

Throughout the semester, you will create several one-page Developmental Fact Sheets focused on developmental theories covered in the course.

These are intended to become practical professional resources rather than traditional papers. Your goal is to synthesize important information into a concise, accurate, and useful format that you could reference later in your professional practice, use to prepare for comprehensive or licensure examinations, or review as you continue your education.

Fact Sheets must be submitted as a one-page PDF. Specific content requirements are provided within each Fact Sheet assignment.

Fact Sheets are due by **Sunday at 11:59 pm MST the week they are due.**

Once a Fact Sheet has been graded, you are invited to share it with classmates in the optional Student Resource & Community Board. Sharing is encouraged but is not required and does not affect your grade.

Late submissions will earn a deduction in points of 25% per day it is late with a limit to 3 days late after which it will not be accepted.

Personal Development Paper: (250 pts)

The Final Personal Development Paper is the culminating assignment for the course. You will integrate developmental theories and concepts from throughout the semester to conceptualize your own development across two to three developmental phases while also considering implications for disability, rehabilitation counseling, and counselor self-awareness.

Detailed instructions and the grading rubric are provided within the Final Personal Development Paper assignment.

Important Final Paper Deadline: The Final Personal Development Paper may be submitted at any time before the final deadline. You are encouraged to submit early if your paper is complete. Because this deadline occurs at the end of the semester and final grades must be submitted, late submissions will not be accepted. There will be no extensions or exceptions to this deadline.

The final paper must be submitted no later than December 18, 2026.

Please plan accordingly. Technology problems, competing deadlines, travel, work responsibilities, or waiting until the final day to submit will not extend the deadline. Early submissions are welcome and strongly encouraged.

GRADING GUIDELINES & POLICIES

Course Assignments & Grading

Assignment	Points	Total Max Points
Fact Sheets	30 pts each (5)	150
Discussion Boards	75 pts each (8)	600
Final Paper	250	250

Total Points: 1000

Grading Scale

A	100 % to 93.0%
A-	92.9.0 % to 90.0%
B+	89.9 % to 87.0%
B	86.9 % to 83.0%
B-	82.9 % to 80.0%
C+	79.9 % to 77.0%
C	76.9 % to 73.0%
C-	72.9 % to 70.0%
D+	69.9 % to 67.0%
D	66.9 % to 60.0%
F	59.9 % to 0.0%

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and

cooperating teachers) will be referred to program committees for disciplinary action. Plagiarism software (Turnitin) is utilized in this course.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).



COURSE SCHEDULE

Reading Week = Asynchronous/No Live Session

Live = Students will log in to the ZOOM class for class by 4:30 PM (MST)

Date	Topic	Readings/Assignments	Points	CACREP Standard
8/31/2023 – 9/6/2026 Module 1	Understanding Human Development	Reading: Chapter 1 Discussion Board: What is Normal Development?	75	3.C.1
9/7/2026 - 9/13/2026 Module 2	Psychoanalytic Theories	Reading: Chapter 2 Fact Sheet: Psychoanalytic Theories	30	3.C.1 3.C.4 3.C.9
9/14/2026 - 9/20/2026 Module 3	Prenatal Development	Reading: Chapter 3 Discussion Board: When Does Life Begin?	75	3.C.1 3.C.10
9/21/2026 - 9/27/2026 Module 4	Moral and Attachment Theories	Reading: Chapter 4 Fact Sheet: Moral Development and Attachment Theories	30	3.C.1 3.C.6
9/28/2026 - 10/4/2026 Module 5	Infancy and Toddlerhood	Reading: Chapters 5 & 6 Discussion Board: Different Doesn't Necessarily Mean Deficient	75	3.C.10 3.C.9 3.C.10
10/5/2026 - 10/11/2026 Module 6	Behavioral Theories	Reading: Chapters 7 & 8 Fact Sheet: Behavioral Theories	30	3.C.1 3.C.8
10/12/2026 - 10/18/2026 Module 7	Childhood	Reading: Chapters 9 & 10 Discussion Board: What Happens When the Environment Changes?	75	3.C.1 3.C.3 3.C.10
10/19/2026 - 10/25/2026 Module 8	Social and Cognitive Theories	Reading: Chapter 11 Fact Sheet: Social and Cognitive Theories	30	3.C.1 3.C.8
10/26/2026 - 11/1/2026 Module 9	Adolescence	Reading: Chapter 12 Discussion Board: When is an Adolescent "Old Enough"?	75	3.C.1 3.C.10



11/2/2026 - 11/8/2026 Module 10	Systems & Ecological Theories	Reading: Chapters 13 and 14 Fact Sheet: Systems & Ecological Theories	30	3.C.6 3.C.7
11/9/2026 - 11/15/2026 Module 11	Adulthood	Reading: Chapters 15 &16 Discussion Board: Adult Case Consultation	75	3.C.1 3.C.10
11/16/2026 - 11/22/2026 Module 12	Late Adulthood	Reading: Chapters 17 &18 Discussion Board: Is Decline an Inevitable Part of Aging?	75	3.C.1 3.C.10
11/23/2026 - 11/29/2026	THANKSGIVING - No Class			
11/30/2026 - 12/6/2026 Module 13	Bereavement	Reading: Chapter 19 Discussion Board: Who Decides What is “Normal Grief?”	75	3.C.2 3.C.12 3.C.13
12/7/2026 - 12/13/2026	Prepare for Final submission. Remember, no assignments will be accepted after 12/18/2026			
12/14/2026 - 12/18/2026 FINALS Week	Finals Week	Final Paper	250	3.C.1 3.C.2 3.C.6 3.C.8 3.C.10 3.C.11 3.C.12
Total			1000	

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. The professors reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabus will be discussed in class and uploaded into CANVAS.



GRADING RUBRICS

1. Developmental Fact Sheet Rubric - 30 Points

Grading approach: Dichotomous. Each criterion either meets expectations for full credit or does not meet expectations for zero points.

Criterion	Meets Expectations	Does Not Meet Expectations
Assignment Requirements - 10 pts	10 - Fact sheet is limited to one page, addresses the assigned theoretical topic, and is submitted in the required PDF format.	0 - One or more significant assignment requirements are not met.
Content & Synthesis - 15 pts	15 - Information is accurate, relevant, and synthesized into a concise and useful professional resource rather than simply copied or summarized from sources.	0 - Content is substantially inaccurate, incomplete, unrelated to the assigned topic, or primarily copied/summarized without meaningful synthesis.
Organization, Citations & Professional Presentation - 5 pts	5 - Information is organized, readable, and useful as a future reference. Appropriate citations and a brief reference section are included for information, images, and/or other resources used.	0 - Organization or presentation significantly interferes with usability and/or required citations/references are substantially missing.

Total: 30 points

2. Discussion Board Rubric - 75 Points

Weighting: Following Directions = 10 points; Content, Application & Meaning Making = 60 points (80%); Mechanics & Professional Communication = 5 points.

Criteria	Proficient	Competent	Emerging	Insufficient
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Following Directions - 10 pts	10 - Follows all assignment instructions, addresses all required components, submits the initial response by Wednesday, and completes at least two substantive peer responses by Sunday. When an assignment specifies particular types of peer responses or other participation requirements, those expectations are met.	8 - Meets most assignment and participation requirements with only a minor omission or missed expectation.	6 - Multiple directions or participation requirements are missed, late, incomplete, or insufficiently addressed.	0-4 - Significant portions of the assignment and/or required participation are missing or not completed as directed.
Content, Application & Meaning Making - 60 pts (80%)	60 - Demonstrates thoughtful, graduate-level engagement with course material. Accurately applies developmental concepts rather than simply summarizing them; examines complexity; makes meaningful connections among development, disability, rehabilitation counseling, and relevant contextual factors; and supports conclusions with appropriate course material. Peer engagement meaningfully extends the conversation by contributing new perspectives, questions, applications, or connections.	48 - Demonstrates clear understanding and meaningful application of course concepts. Makes appropriate developmental and rehabilitation counseling connections, although some ideas, analysis, or meaning making could be developed more fully. Peer engagement substantively contributes to the discussion.	36 - Demonstrates basic understanding but relies heavily on summary, description, unsupported opinion, or surface-level application. Developmental, disability, or rehabilitation counseling connections are limited. Peer engagement adds minimal new substance.	0-24 - Demonstrates minimal or inaccurate engagement with course concepts. Responses are superficial, unsupported, substantially incomplete, or do not demonstrate meaningful developmental application. Peer engagement does not meaningfully contribute to the discussion.
Mechanics & Professional Communication - 5 pts	5 - Communication is clear, organized, respectful, professional, and easy to follow. Sources are appropriately acknowledged when applicable. Written work contains few or no distracting errors; video submissions demonstrate comparable organization and professionalism.	4 - Communication is generally clear and professional with minor organizational, mechanical, or citation issues that do not interfere with meaning.	3 - Multiple communication, organizational, mechanical, or citation issues occasionally interfere with clarity or professionalism.	0-2 - Significant communication, organizational, mechanical, citation, and/or professionalism concerns interfere with clarity or effective engagement.

Total: 75 points



3. Final Personal Development Paper Rubric - 250 Points

Weighting: Following Directions = 25 points; Developmental Conceptualization, Application & Meaning Making = 200 points (80%); Mechanics, APA & Professional Writing = 25 points.

Important: This paper is graded primarily on developmental conceptualization and meaning making, not on how interesting, difficult, typical, or atypical your personal experiences have been. You are not being graded on your life experiences; you are being graded on your ability to thoughtfully apply what you have learned about human development to those experiences.

Criteria	Proficient	Competent	Emerging	Insufficient
Following Directions - 25 pts	25 - Meets all major assignment requirements: examines 2-3 developmental phases; is 5-8 pages excluding title and reference pages; meaningfully incorporates at least four developmental theorists; integrates disability and rehabilitation counseling; includes appropriate sources; and is submitted in the required Word format by the deadline.	20 - Meets most assignment requirements with only minor omissions or deviations that do not substantially affect the overall paper.	15 - Multiple assignment requirements are missing or insufficiently addressed.	0-10 - Significant assignment requirements are missing, substantially incomplete, or not followed.



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Developmental Conceptualization, Application & Meaning Making - 200 pts (80%)	200 - Demonstrates sophisticated, graduate-level developmental conceptualization rather than simply recounting personal history. Meaningfully analyzes 2-3 developmental phases across relevant developmental domains and contexts; accurately and thoughtfully applies at least four developmental theorists; considers biological, environmental, relational, cultural, and/or systemic influences as appropriate; meaningfully integrates disability, accessibility, and rehabilitation counseling; and demonstrates thoughtful counselor self-awareness regarding how personal developmental experiences may influence assumptions, strengths, biases, and work with clients. Makes meaningful connections across course concepts and recognizes complexity rather than reducing development to chronological age or rigid developmental expectations.	160 - Demonstrates clear developmental conceptualization and meaningful application of developmental theories and course concepts. Appropriate connections are made to disability, rehabilitation counseling, developmental context, and counselor self-awareness. Analysis is generally strong, although some areas remain more descriptive or could be developed more fully.	120 - Demonstrates basic developmental understanding but relies substantially on autobiography, description, theory summary, or surface-level application. Connections among personal development, developmental theory, disability, rehabilitation counseling, and counselor self-awareness are present but limited or inconsistently developed.	0-80 - Paper is primarily autobiographical or demonstrates minimal, inaccurate, or unsupported developmental conceptualization. Developmental theory is missing, substantially inaccurate, or inadequately applied. Connections to disability, rehabilitation counseling, and/or counselor self-awareness are minimal or absent.
Mechanics, APA & Professional Writing - 25 pts	25 - Writing is clear, cohesive, well organized, and appropriate for graduate-level professional work. APA 7th edition formatting, citations, and references are appropriately used with few or no distracting errors.	20 - Writing is generally clear, organized, and professional. Minor writing or APA errors are present but do not interfere with readability or meaning.	15 - Multiple writing, organizational, citation, or APA issues interfere somewhat with clarity or professional presentation.	0-10 - Significant writing, organization, citation, APA, or professional communication issues interfere with readability or understanding.

Total: 250 points