

**Community Involvement for Individuals with Developmental Disabilities**  
***Course at a Glance***

**Instructor/Presenter:** Jenna Tschirgi, Masters of Education, Special Education Teacher, DD and Masters in Administration

**Length:** 45 hours

**Dates:** Enroll anytime and complete in 4 months

**Number of Graduate Professional Development Credits:** 3

**Introduction**

This course provides an introduction to independent living for people with developmental disabilities. Topics include community-based programming, the deinstitutionalization movement, legislative issues, and the concepts of integration, inclusion and normalization.

It is assumed that students who take this course will have an interest in learning about significant issues affecting people with developmental disabilities in America. The purpose of this course is to introduce students to specific areas of importance in the field of community living rehabilitation. The primary objective of community living is to maximize the independence of person with learning and developmental disabilities. This particular course will focus primarily on individuals with developmental disabilities. This course provides an introduction to independent living for people with developmental disabilities. Topics include community-based programming, the deinstitutionalization movement, legislative issues, and the concepts of integration, inclusion and normalization.

**COURSE OBJECTIVES/OUTCOMES -**

Participants will:

1. Identify the principal values and attitudes that serve as the foundation of community-within your school.
2. Describe the current research supporting the lifelong importance of social connection and community involvement.
3. Develop skills in teaching and modeling the behaviors required for social likability.
4. Explore and implement new strategies for universal inclusive design within your school community.
5. Describe the legal and ethical issues that seclusion and isolation from community that often times confront individuals with developmental and or intellectual disabilities and the professionals who work with them.
6. Identify the supports and services that your individuals with developmental and or intellectual disabilities need to learn, work, and play within the school community and community at large.
7. Explain the key characteristics of Person-Centered Planning and how it is used to promote student empowerment within the school community and community at large.
8. Obtain advocacy support information for building community within school and community at large.
9. Design a turnkey program for building social community that you could be

implemented and sustained in your school/ or community at large.

### **Course Requirements/Assignments**

Coursework online as follows:

1. Read chapters 1-20..... 20 hours
2. Assignment exercises..... 20 hours
  - Succeeding with Transition
  - Self-Determination/families
  - On the Brink; Aging out of School
  - Securing Meaningful Work in School and Community
  - Self-Advocacy Programs
3. Final Project..... 5 hours
  - Design a turnkey program for building social community that you could be implemented and sustained in your school/or community at large

Total Instructional Hours: 45

### **Lesson Topics and Assignments**

Task	Points	Percent Toward Grade	Hours
Lesson 1: Read, Reflect, Respond	100	10	4
Lesson 2: Read, Reflect, Respond	100	10	4
Lesson 3: Read, Respond, Reflect,	100	10	4
Lesson 4: Read, Reflect, Respond	100	10	4
Lesson 5: Read, Reflect, Discuss, Respond	100	10	4
Lesson 6: Read, Reflect, Respond,	100	10	4
Lesson 7: Read, Reflect, Respond	100	10	4
Lesson 8: Read, Reflect, Respond	100	10	4
Lesson 9: Read, Reflect, Respond	100	10	4
Lesson 10: Read, Reflect, Discuss, Respond + Lesson Plan – Final Project	100	10	9
TOTAL	1000 PTS	100%	45 HRS

**Course Blackboard Site:** Participants will use the UND Blackboard System to support the structure of the course.

**Referenced Textbook(s)**

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities/ Edition 5  
By: Paul Wehman  
ISBN: 1598572326

**Grading and Evaluation:**  

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Students will complete the course assignments as described. The course will be graded according to assignments completed. The course consists of 10 lessons which each include a reflection component that will be required. The instructor will respond with reflection notes and post grades within 3 days of assignment completion. Students will have the option of letter grade or S/U:

A = 148 to 165 90-100%      B = 132 to 147 80-89 %      C = 115 to 131 70-79 %  
D = 99 to 114 60-69 %      F = 98 and below less than 60 %

A grade of C is equivalent to an S while a D would be equivalent to a U

**Scholastic Dishonesty**  

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at <http://und.edu/student-affairs/code-of-student-life/>