# Professional Development for Educators Syllabus

## Course Information

**Title:** *Community Involvement for Individuals with Developmental Disabilities*, T&L 2900

**Credits:** 3 Professional Development, S/U and LG

**Delivery:** Distance Based; enroll anytime, complete within 4 months

**Instructor:** Ann Dolence

**Technical Requirements:** Any up-to-date internet browser

**Course Material:** The following book is required for this course:

Wehman, Paul. *Life Beyond the Classroom: Transition Strategies for Young People with Disabilities*. Edition 5. ISBN – 1598572326

## Description

The 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 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.

## Course Objectives

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 likeability.
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 could be implemented and sustained in your school or community at large.

### 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, Respond + Lesson Plan – Final Project | 100 | 10 | 9 |
| TOTAL | 1000 PTS | 100% | 45 HRS |

### Evaluation and Grading

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/S = 90 – 100%, or 148 – 165 pts
* B/S = 80 – 89%, or 132 – 147 pts
* C/S = 70 – 79%, or 115 – 131 pts
* D/U = 60 – 69%, or 99 – 114 pts
* F or U = less than 70%, or 98 pts and below

### Scholastic Dishonesty

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](http://und.edu/student-affairs/code-of-student-life/).