

**NORMANDEALE COMMUNITY COLLEGE
COMMON COURSE OUTLINE
EDUCATION 2330, Introduction to Developmental Disabilities**

I. EFFECTIVE DATE OF OUTLINE

Fall Semester, 2006. To be reviewed by the department annually.

II. CATALOG DESCRIPTION

- A. EDUC 2330
- B. Introduction to Developmental Disabilities
- C. 4 Semester Credits
- D. Offered Spring Semesters
- E. Prerequisite: EDUC 1101
- F. This course is designed to provide an introduction

III. OUTLINE OF MAJOR CONTENT AREAS

- A. Central concepts, tools of inquiry, history, and context
 - 1. Historical and philosophical foundations, legal bases, and contemporary issues pertaining to services to and the education of children and youth with a broad range of cognitive impairments and deficits in adaptive behavior.
 - 2. The etiology, characteristics, and classifications of developmental disabilities.
 - 3. Current educational definitions, identification criteria and labeling issues, and entrance and exit criteria for services pertaining to students with developmental disabilities.
 - 4. General developmental, academic, social, and functional characteristics of individuals with developmental disabilities as they relate to levels of support needed.
 - 5. Research-based theories of behavior problems exhibited by individuals with developmental disabilities.
 - 6. Social-emotional aspects of developmental disabilities, including adaptive behavior, social competence, social isolation, and learned helplessness and the impact on family and community relationships.
- B. Referral, assessment, planning, and placement procedures
 - 1. Referral and intervention procedures.
 - 2. Use, limitations, ethical concerns, administration, and interpretation of formal and informal assessments for students with developmental disabilities and how to effectively communicate the results to the students, families, teachers, and other professionals.
 - 3. Factors that may influence the over- and under-representation of culturally or linguistically diverse students in programs for students with developmental disabilities.
 - 4. How to assess and accommodate for architectural barriers in the educational settings.
 - 5. Various educational models and setting options and the selection of appropriate options based on the needs of the student.
- C. Communication and interaction
 - 1. How to assist students and their parents in making choices that impact academic and occupational decisions.
 - 2. Sources of unique services, networks, agencies, and organizations for individuals with developmental disabilities.
 - 3. The structures supporting interagency collaboration and how to implement, monitor, and evaluate interagency agreements and transition plans.
 - 4. The educational roles and responsibilities of other teachers and support personnel in providing educational services to students with developmental disabilities.
 - 5. School community, and social services appropriate to individuals with developmental disabilities and how to identify and access services that will enhance instruction and programming.
 - 6. How to access and evaluate information relevant to the field of developmental disabilities through consumer and professional organizations, publications, and journals.

IV. LEARNING OUTCOMES

Upon successful completion of EDUC 2330, students will:

- A. Demonstrate understanding of the constructs, definitions and characteristics associated with persons who have developmental disabilities.
- B. Describe, compare, and contrast various educational and social programs, services, and supports for persons with developmental disabilities.
- C. Establish a hands-on professional, experiential base with both individuals with disabilities and the programs that have been designed to support them.
- D. Critically analyze important social and medical issues in the lives of persons with disabilities.

VI. METHODS USED FOR EVALUATION OF STUDENT LEARNING

- A. Objective exams will be used to assess a base level of knowledge related to the learning outcomes described above.

- B. Projects may be assigned to individuals or small groups of students.
- C. Students may be required to engage in service learning activities with students with disabilities and their families.
- D. Students may be asked to participate in a field experience in a public school classroom that includes students with developmental disabilities..