

RARITAN VALLEY COMMUNITY COLLEGE  
ACADEMIC COURSE OUTLINE

HMNS 110: Introduction to Disabilities

I. Basic Course Information

A. Course Number and Title: HMNS 110: Introduction to Disabilities

B. New or Modified Course: Modification

C. Date of Proposal: Semester: Spring Year:2021

D. Effective Term: Spring 2022

E. Sponsoring Department: HSSE

F. Semester Credit Hours: 3

G. Weekly Contact Hours:                      Lecture: 3  
  Laboratory: 0  
  Out of class student work per week: 6

H. Prerequisites/Corequisites: NONE

I. Laboratory Fees: NONE

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Isabel Gutierrez, Dept. Chair, Isabel.gutierrez@raritanval.edu  
Patrice Marks, Division Dean, Patrice.marks@raritanval.edu

II. Catalog Description

Pre-requisites: None.

This course provides an introduction to children and adults with physical, learning, and other developmental disabilities from a social diversity practice framework. It will examine historical perspectives, assessment, accommodations, social and emotional aspects, and relevant legislation impacting the lives of children and adults with disabilities. The role of educators, direct support professionals, case workers, and program administrators in assisting individuals with disabilities and their families across the lifespan will be addressed, with an emphasis on schools and other community-based settings.

### III. Statement of Course Need

- A. This course serves as a specialized elective for students in the Human Services and Early Childhood certificate programs. The course is not intended for transfer for students going into Special Education. It is designed to provide students of other disciplines with an enhanced awareness of and sensitivity to youth and adults with disabilities, their support needs, community resources and public policy implications.
- B. Please describe the transferability of this course.
  - 1. This course generally transfers as a specialized elective human service program requirement.
  - 2. This course generally transfers as a free elective.

### IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course meets a Human Services Specialization Elective for the Human Services/Pre-Social Work AS, Human Services Certificate, and Human Services Certificate of Completion.
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

- A. Disability Paradigms: Past and Present
  - 1. Historical Overview
  - 2. Current Trends
  - 3. Adult Services
- B. Special education legislation
  - 1. Section 504 of the Rehabilitation Act 1973
  - 2. P.L. 94-142 (1975)
  - 3. I.D.E.A. (1990)
  - 4. Americans with Disabilities Act of 1990
- C. Multicultural issues
  - 1. Diversity
  - 2. Statistics
  - 3. Non-discriminatory testing
  - 4. Creating a culture of inclusion
- D. Families
  - 1. Family Systems Theory
  - 2. Models of Adaptation
  - 3. Parent Rights
  - 4. Procedural Safe Guards
- E. Special Education

1. Defined
2. The IEP
3. Differential Instruction
  - a. Curricular adaptations
  - b. Instructional modifications
  - c. Accommodations
  - d. Assistive Technology
4. Transition to Adult Life
  - a. person-centered planning
  - b. self-directed supports
  - c. service coordination
- F. Specific Learning Disabilities
  1. Dyslexia
  2. Dysgraphia
  3. Dyscalculia
  4. Other non-verbal learning disabilities
    - G. Attention Deficit Hyperactivity Disorder
    - H. Cognitive Disabilities
1. Mental Retardation
2. Traumatic Brain Injury
  - I. Physical disabilities
    1. Cerebral Palsy
    2. Spina Bifida
    3. Seizure Disorders
    4. Multiple Disabilities
    5. Other Health Impairments
      - J. Emotional & Behavioral Disabilities
        1. Zero Tolerance
        2. Functional Behavioral Assessment
        3. Positive Behavioral Support
          - K. Speech and Language Impairments
          - L. Sensory Impairments
        1. Blindness and Low Vision
          2. Deafness and Hearing Impairments
          3. Dual Sensory Impairments
        - M. Autism Spectrum Disorders
          1. Aperger Syndrome
          2. Autism
          3. Rett Syndrome
          4. Childhood Disintegrative Disorder
          5. Pervasive Developmental Delay-Not otherwise specified
- N. Gifted and Talented

## VI. General Education and Course Learning Outcomes

- A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. discuss a major idea, movement, invention or discovery, and how it affected the treatment of individuals with disabilities in American society (GE-7)
2. examine the values and biases underlying our response to persons with disabilities (GE-ER)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. explain the historical influences, beliefs, legislation and litigation that have shaped services for and assumptions about persons with disabilities
2. identify advantages and limitations (compare and contrast) of various programs and interventions for individuals with disabilities and their families
3. develop culturally and age appropriate treatment or lesson plans for children and adults with disabilities
4. identify common characteristics and their implications for major disability classifications and diagnoses

C. Assessment Instruments

1. essays
2. exams
3. lesson plans
4. presentations
5. case analysis

VII. Grade Determinants

- A. essays
- B. projects
- C. tests
- D. presentations

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. films
- F. service learning

## VIII. Texts and Materials

Mackleprang, R.W. & Salgiver, R.O. (most recent edition). Disability: A social diversity model approach in human service practice. Baltimore: Brooks/Cole Publishing.

Miller, N.B. & Sammons, C.C. (most recent edition). Everybody's different: Understanding and changing our reactions to disabilities. Baltimore: Brooks/Cole Publishing.

Selected readings from:

Lerner, J. (2006). Learning Disabilities and Related Disorders: Characteristics and teaching strategies (tenth edition). Boston: Houghton Mifflin Company.

Mandlawitz, M. (2007). What Every Teacher Should Know About IDEA 2004 Laws and Regulations. Boston: Pearson.

Smith, D.D. (2007). Introduction to Special Education: Making a difference (most recent edition). Boston: Pearson.

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

## IX. Resources

- A. films
- B. library
- C. computers
- D. internet access
- E. guest speakers

## X. Honors Options [if relevant]

An honors option is not offered for this course.