

**EDUC 695 Syllabus Spring 2008**

<p>Program Course Information:</p>	<p><b>PROGRAM:</b> Child Development and Family Studies</p> <p><b>EDUC:</b> 695 Sections 001 and 956</p> <p>Classes will meet at the CCEE from 4:00 p.m. to 6:50 p.m.</p> <p><b>COURSE TITLE:</b> Introduction to Exceptional Children</p> <p><b>INSTRUCTOR NAME and CONTACT INFORMATION:</b> Darcy Berger: Clinical Instructor for Special Needs Contact Information: Phone: 843-4644 Email: <a href="mailto:dberger@email.unc.edu">dberger@email.unc.edu</a> Office Hours: Peabody Hall, 201 J, by individual appointment</p> <p><b>DATE SYLLABUS REVISED:</b> January, 2008</p> <p><b><u>COURSE DESCRIPTION:</u></b></p> <p>EDUC 695 is a three-credit course taught in the spring semester. This course is a survey course to familiarize educators and prospective educators with the various areas of exceptionality in children. The emphasis is on early development and educational intervention as well as looking at families and community support systems designed to reduce the impact of developmental disabilities.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p><b>Preparing Leaders in Education</b></p> <p>The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.</p> <p>The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.</p> <p><b>For Equity and Excellence</b></p> <p>Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.</p> <p>Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal</p>

treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

**In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

**School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

**SOE Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Course Objectives:

Students will:

1. Gain a working knowledge of the identification of exceptional children and their

	<p>development, especially in the age range 0-8 years.</p> <ol style="list-style-type: none"> <li>2. Be able to identify appropriate educational interventions and strategies for individualization to meet the needs of exceptional children in their early years.</li> <li>3. Become familiar with resources and policies to support the education of exceptional children, materials, advocacy groups, non-educational interventions, and legal/community supports.</li> <li>5. Become aware of community issues encountered by families,</li> <li>6. Complete an in-depth study of a special issue through a small group special study project of their choice.</li> </ol>								
<p>Activities &amp; Assignments:</p>	<ol style="list-style-type: none"> <li>1. Assigned readings from text and handouts</li> <li>2. In class participation</li> <li>3. Quizzes (will be based on previous readings and classes and without advanced notice)</li> <li>4. Special Project Assignment</li> <li>5. Final Exam</li> </ol>								
<p>Requirements:</p>	<p><b>Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Attend all scheduled classes</li> <li>• Participate in activities and discussions</li> <li>• Complete assigned readings prior to class sessions</li> <li>• Complete all assignments on time</li> </ul> <p><b>Evaluation/Grading</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">In class participation</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Quizzes</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Phase II Special Project (Team presentation)</td> <td style="text-align: right;">40% (20%) (Team paper) (20%)</td> </tr> <tr> <td>Final Exam</td> <td style="text-align: right;">20%</td> </tr> </table> <p>For late assignments, a 5 point deduction per day will be applied.</p> <p><b>Attendance Policy</b></p> <ol style="list-style-type: none"> <li>1. Attendance and punctuality are required. The Undergraduate Bulletin of the University describes regular class attendance as "a student obligation" and reminds us that "no right or privilege exists that permits a student to be absent from a given number of class meetings."</li> <li>2. On rare occasions, it may be necessary to request that an absence be excused,</li> </ol>	In class participation	20%	Quizzes	20%	Phase II Special Project (Team presentation)	40% (20%) (Team paper) (20%)	Final Exam	20%
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e.g., for illness, death of an immediate family member, or other emergencies. The appearance of a student's name on the Infirmary List constitutes an excused absence for the days in which the student was in the Infirmary. Also, according to legislation adopted by the Faculty Council, students who are members of regularly organized and authorized University activities are to be excused when out of town taking part in a scheduled event. It is the student's obligation to give prior notification of such absences. Last of all, although the University calendar does not recognize religious holidays, instructors are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.

Students should make every effort to attend class. Students who do not attend class should call/e-mail the instructor in advance to explain the absence and discuss ways to make up missed work. An unexplained absence is automatically an unexcused absence.

3. Any unexcused absence or tardiness may result in a lower course grade. Instructors have the right to limit the number of excused absences.

The Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her class, at the beginning of the class. For this class, the following deductions will be made as warranted:

For the first two unexcused absences, 3 points will be deducted for each from the final course grade (e.g., 88 to 85, 85 to 82). For the first two unexcused tardinesses, 1 point will be deducted for each. If a student has more than two unexcused absences or is tardy more than twice, the deductions will be progressive. That is, for the third infraction, 4-6 points will be deducted from the final grade (depending on the nature of the infraction); for the fourth, 7-9 and so on.

**Students with Disabilities:** If you are a student with a disability, please contact the Department of Disability Services or Learning Disabilities Services for information about accommodations. If you have an accommodations plan in place, please provide a copy of this plan to the instructor at the beginning of the semester.

### **Grading Scale**

Graduate students -- 90+ points = H; 85-90 = P; 75-85 = L; <75 = F

Undergraduates: 90-94 (A-); 95-99 (A); 100 (A+)  
80-83 (B-); 84-86 (B); 87-89 (B+)  
70-73 (C-); 74-76 (C); 77-79 (C+)  
<69 (D)

Schedule, Topics and Specific Assignments

All classes will be held at the Carolina Center for Educational Excellence (CCEE), <http://www.unc.edu/ccee/> in room C-106 unless otherwise noted on the greeting board at the CCEE. Classes meet on Monday from 4:00 p.m. until 6:50 p.m.

All readings listed should be completed prior to the class date. Topics and specific assignments are:

January	14	Orientation to course	<b>Read: Chapters 1 and 2</b>
	28	Learning Disabilities	<b>Read: Chapter 10</b>
February	4	Mental Retardation Special Health Conditions Orthopedic and Neurological Impairments	<b>Read: Chapters 15, 17, and 18</b>
	11	Communication Disorders Pervasive Developmental Disorders	<b>Read: Chapters 13, 14</b>
	18	Attention Deficit/Hyperactivity Disorder Emotional and Behavior Differences Visual and Hearing Impairments	<b>Read: Chapters 11, 12, Skim: Chapters 19, 20</b>
	25	Infant/Toddler Development Early Identification and Intervention	<b>Read: Chapters 8,9</b>
March	3	History and Parent Panel	<b>Read: Chapters 6,7</b>
	10	Spring Break –no class	
	17	Psycho-educational Assessment School planning	<b>Read: Chapter 3,4,5</b>
	24	Project Work	
	31	Service Systems Academically Gifted Children	<b>Read: Chapter 16</b>

	<p>April:           7       Project Presentations/Papers</p> <p>                      14       Project Presentations/Papers</p> <p>                      21       Project Presentations/Papers</p> <p>                      28       Final Exam</p>
Required Text:	<p><b><i><u>Deiner, Penny Low: Resources for Educating Children with Diverse Abilities (birth through eight) 4<sup>th</sup> edition; Thompson Delmar Learning, 2005. ISBN # 1-4018-5816-3</u></i></b></p>