EPSY 3360

INTRODUCTION TO THE EDUCATION OF CHILDREN WITH
DISABILITIES

Face to Face Section Tuesdays 1:00-4:00 in the
KIVA
Cable TV Section
Tape Purchase Section

Instructor of Record and Lecturer:

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Office Hours: Monday, 1:00 to 4:00 Thursday, 9:00 to 12:00 By Appointment

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713-743-9821
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Support Staff:

Webct Assistant: Bobbie Koen Her responsibilities are to manage the Web Ct Vista, answer general
questions regarding EPSY 3360, administer tests and assign grades

Assignment Assistant:
 Lynette Austin
 Her responsibilities are to provide guided and independent practice for the class, as well as design,
monitor and grade all assignments

Collaborative Assistant:
Sesa Edgar
She is responsible for making collaborative placements, monitoring collaborative performance and assigning collaborative grades.

It is important to direct your questions to the appropriate staff member for EPSY 3360 and to do so using the Web Ct contact information.

**Instructional Resources:**


Cable access channel (Houston Educational Access Channel)- Wednesday mornings 2:30 a.m. - 5:30a.m.

A copy of the tape for each class is available to be checked out through the reference desk at the MD Anderson Library.

Tape Purchase. A set of the lecture tapes is available for purchase through the Distance Education Office at the University of Houston.

**Course Description:**

EPSY 3360 is a required course for all undergraduate, teacher education majors. The purpose of the course is to acquaint perspective teachers with the legal mandates for educating children with disabilities. In addition, students learn the identification criteria, diagnostic procedures and placement requirements for learners who obtain special education services within the public school system. Techniques useful in providing academic and behavioral Intervention Assistance, as well as other educational accommodations designed to increase the pro-academic and pro-social behavior of students with disabilities are presented. A collaborative model for providing educational services to students in general education classrooms is emphasized.

The course is offered in a variety of venues including a face-to-face lecture series on campus, cable television recordings and tape purchase. Regardless of the venue selected by students, the class is managed electronically trough Web Ct Vista, an electronic medium available on the Internet at the following address: [http://www.uh.edu/webct](http://www.uh.edu/webct) (UTSE # 2.3). Any questions regarding EPSY 3360 must be directed to the Web Ct Vista e-mail address of the appropriate person.

Curriculum in this course is aligned with many of the standards set by either the Common Core (CC) or the Learning Disabilities (LD) Knowledge (K) and Skills (S) specified by the Council for Exceptional Children. Objectives meeting this criterion are noted following the objectives. Also, objectives in this course parallel the Pedagogy and Professional Responsibilities Knowledge, Skill and Examination Standards specified by the Texas Education Agency for regular classroom teachers in the state of Texas. In the case of knowledge and skills, course objectives are translated
into observable skills that are promoted by the curriculum in this course. The skills are denoted in parentheses by Standard and Application (i.e. the eighth component of the fourth skill in Standard II is represented as PPR SII, 4.8s.). Standards and Applications that differ by certification level are denoted accordingly (i.e. EC-4, Gr 4-8, Gr 8-12). The Pedagogy and Professional Responsibilities Examination Standards are represented by the number of the PPR Competency that a particular objective represents (i.e. EC-4 PPR Comp 10). Also targeted by course objective are the Texas Education Agency TExES Competencies for the Special Education Standards (GSE Comp #). Finally, many of the Standards established by the International Society for Technology Education (ISTE) and the Propositions identified by the National Board for Professional Teaching Standards (NBPTS) are also covered in this course.

Course Objectives:

After completing EPSY 3360 students can:

Identify historical events, theoretical tenets, philosophical orientations, and empirical evidence that have shaped the field of special education. (LD: K1., K3., S2.) (GSE Comp14; PPR S 4.17s, 4.19s)

Acquire the necessary vocabulary for describing the causes, characteristics, identification procedures and assessment strategies necessary for participating as an education professional in a special education setting. (LD: 3. K1; PPR S 4.6s, 4.7s; 4.8s)

Discuss medical, behavioral, environmental, and cognitive models of conceptualizing and labeling students with disabilities. (LD: 1.K2., LD:2.K2.)


Describe the theories, philosophies, and models used for providing educational services to students with disabilities in the least restrictive, most normalized social and education environment. (CC: 1.K1.; LD:1.K3., K4; PPR S 4.6s, 4.7s, 4.9s, 4.10s, 4.12s)


Detail the legal mandates of Child Study Committees and the process for developing and reviewing the Individualized Education Plan. (CC: 7.K4., LD:3.K3.; GSE Comps 14, 11; PPR S 4.10s)

Determine the criteria required by the Individuals with Disabilities Education Act (IDEA) for determining eligibility for special education services required by each of the handicapping conditions. (GSE Comp 14; PPR S 44.16s, 4.19s)

Define incidence and prevalence figures for each area of exceptionality, and explain how incidence figures influence educational programming decisions. (LD: 1.K6.)

Compare and contrast state and federal guidelines for determining special education eligibility. Explain how eligibility criteria interface with generic assessment and instructional modification strategies. (GSE Comp14)

Compare advantages and disadvantages of categorical versus generic methods of assessment and educational programming and service delivery. (CC: 3.K3., LD:1.K6.)

Explain the relationship between attention, memory, motivation, task commitment, learning,
Write instructional objectives that reflect student diversity and convey high expectations for learners of varying ability levels (LD:1/K3,K4; PPR S 2.5)

Effectively address student's learning need and preferences by planning and adapting motivating lessons that reflect an understanding of students' prior knowledge, developmental levels, backgrounds, skills, interests, and language facility (PPR S 1.1s,1.2s, 1.3s,1.4s,1.11s; S 3.14s)

Use a variety of pedagogical techniques to increase motivation and achievement in below grade level learners (PPR S 1.4s,1.11s; S 3.14s)

Develop instructional activities that are based on a student's current level of educational functioning and individual learning style preferences (PPR S 310s, 3.19s 3.20s)

Vary curriculum management, the lesson cycle and ability groupings within the classroom to assure time for guided practice, re-teaching, closure and assessment (PPR S 1.22s)

Structure student directed as well as teacher directed assessment of learning strengths, weaknesses and achievement to enhance learning and motivation of students within the classroom (PPR S 27s, 1.28s)

Create a physically and psychologically safe classroom climate that communicates collaboration and cooperation in learning, high expectations for academic achievement, mutual respect among learners, and active involvement in the learning process (PPR S 2.1s,2.2s, 2.3s, 2.4s, 2.19s, 2.21s)

Manage organize, schedule and transition between activities in inclusive settings while demonstrating a maximum of academic engagement PPR S 2.7s, 2.8s, 2.9s.)

Facilitate social skills and study skills in low achieving students by communicating clear objectives, explanations and directives (PPR S 3.1s)

Utilize interpersonal skills and flexibility to enhance the motivation, affect, task commitment, attention and memory of low achieving students (PPR S 3.2s, 3.14s, 3.19s)

Maximize the potential of professional resources such as co-teachers, paraprofessionals, volunteers and related service providers in inclusive settings (PPR S2.12, 2.13)

Use a variety of techniques to maintain a positive learning environment that elicits pro academic and pro social behaviors from a diverse group of learners (PPR S2.17s, 2.19s)

Outline the process for providing special education and related support services from referral through placement including the process for developing the Individualized Educational Plan. (GSE Comp14; PPR S 4.16s)


Present the psychological impact and life adjustment process for students and their families that results from categorical labeling of students with disabilities. (GSE Comp12)

Collaborate and communicate effectively to a diverse population of parents, including those who have children with disabilities (PPR S 4.1s,4.2s, 4.3s, 4.4s)

Serve as a peer professional with other members of the educational community whose responsibility it is to meet the needs of students with disabilities (PPR S 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s)

Course Requirements:

Students in EPSY 3360 are evaluated using multiple assessments.

Multiple Choice Exams (3 Exams @100 points) .................................................300 points
Each Exam includes 150 multiple choice items. Each item earns one point. Approximately 80% of the items are selected from the text book. The other 20% of the items are presented during the class lectures. Assignments (5 Independent Practice Assignments @ 20 points) ...........

Assignments introduced as Guided Practices for each chapter, will be followed by an Independent Practice Assignment. The assignment for each chapter will be posted the day the lecture is given. The web ct link for completing that assignment will be operational for two weeks, allowing submission through that day.

Students are required to complete any five of these assignments to receive full credit for this course requirement.

Collaboratives (5 Field Experiences with Children with Disabilities @ 20 points)...........................................................100 points

Total.....................................................................................................500 points

Please note.

There are no options available for making up course requirements that have been missed in EPSY 3360. If a student misses an examination, the student is eligible to receive an Incomplete in the class provided that there is documentation of a medical or other family emergency. Travel plans, child care arrangements, transportation issues, etc. must be arranged in advance by the student. If a medical emergency exists for the student or within the students family, thorough documentation must be provided. Students are encouraged to complete assignments and collaboratives early in the semester to insure that illness or other issues do not interfere with completion of course requirements. Please review the University of Houston catalog to determine conditions under which an incomplete may be given.

Students are expected to abide by the university's academic honesty policy in all matters concerning this course. (http:// www.uh.edu/dos/hdbk/acadachonpol.html. In particular, plagiarism, "Representing as one's own work the work of another without acknowledging the source, " whether intentional or unintentional, will not be tolerated.

Grading:

475-
500 =
A
450-
474 =
A433-
449 =
B+
417-
432 =
When possible, and in accordance with Section 504/ADA guidelines, attempts will be made to provide reasonable academic accommodations to students who request and require them. Please call the Center for Students with Disabilities at ext. 3-5400 for more assistance.

Course Agenda:

Please note that the lecture dates reflected below are accurate only for the students who are taking the class through the face-to-face or remote viewing venues. The agenda will be delayed a week for the students who are viewing the lectures on cable television. Test dates and due dates for assignments are the same for all students enrolled in EPSY 3360 during any given semester.

Class One Introduction Class Two Chapter One Class Three Chapter Two Class Four Chapter Three Class Five Chapter Four Class Six Test One Class Seven Chapter Five Class Eight Chapter Six Class Nine Chapter Seven Class Ten Chapter Eight Class Eleven Test Two Class Twelve Chapter Nine Class Thirteen Chapter Ten Class Fourteen Chapter Eleven Class Fifteen Chapter Twelve Class Sixteen Test Three