EPSY 3360
INTRODUCTION TO THE EDUCATION OF CHILDREN WITH DISABILITIES

Instructor of Record and Lecturer:
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Support Staff:
Bobbie Koen, Administrative Assistant
Bobbie's responsibilities are to manage the Web Ct Vista, answer general questions regarding EPSY 3360, administer tests and assign grades.
Lynette Austin, Assignment Assistant
Lynette's responsibilities are to provide guided and independent practice for the class, as well as design, monitor and grade all assignments.
Sue Wedde and Sesa Edgars, Collaborative Assistants
Sue and Sesa are 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 Vista e-mail contact information for Bobbie and Lynette. Sue and Sesa are contacted through quest1field.uh.edu only.

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.

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.

The course is offered in a variety of venues including a face-to-face lecture series on campus and cable television recordings. Regardless of the venue selected by students, the class is managed electronically through Web Ct Vista, an electronic medium available on the Internet at the following address: 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.

**Quest One Field Experience**

The QUEST one program includes a field experience component designed to provide teacher education students with the opportunity to interact with elementary students in public schools.

As a requirement of this course, all students must complete 20 hours of field experience in local elementary schools. Students are required to complete criminal background checks for each participating school district as part of the field experience.

An informational field experience website is provided for students. http://www.coe.uh.edu/jcopley/collaborative/

This website gives information about the field experience, background checks, dress code information, weekly field experience activity plans and announcements. **Students are expected to read all informational pages of this website and to check this website frequently** for announcements and changes to the field experience.

Additionally, students must register for field experience sessions in which to complete the 20 hours. Registration for field experience days is completed on the following website: http://eclassrooms.coe.uh.edu/quest/

Students are not able to register without the prior submission of the criminal background checks.

**Course Objectives:**

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.

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 Comp 14; 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, physical disability and social behavior and school achievement. (CC:2.S1., CC:6.K1., K5.)

• 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; S3.14s)

• 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 (2 Exams @150 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 (4 Independent Practice Assignments @ 25 points) ..........100 points
Assignments introduced as Guided Practices for each chapter, will be followed by an Independent Practice Assignment. Students are required to complete any four of these assignments to receive full credit for this course requirement.

Collaboratives (6 Field Experiences with Children with Disabilities worth a total of 20 points X 5 ) ................................................................. 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 emergency. Travel plans, child care arrangements, transportation issues, etc. must be arranged in advance by the student. If a student perceives a need for an individual arrangements, the student must e-mail, the Administrative Assistant for the class. 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. Students are not entitled to receive an incomplete in the class because they were not able to complete the required assignments.
and collaboratives before the end of the semester.

**Grading:**

- 475-500 = A
- 450-474 = A-
- 433-449 = B+
- 417-432 = B
- 400-416 = B-
- 383-399 = C+
- 367-382 = C
- 350-366 = C-
- 300-249 = D
- > 300 = F

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 ext. 3-5400 for more assistance.

**Course Agenda Face to Face Class:**

Please note that the lecture dates reflected below are accurate only for the students who are taking the class face-to-face. Students enrolled in distance ed. will view the lectures via cable on Wednesday mornings (Tuesday nights) from 12-3 am. There is a link to the streaming video of each lecture on the WebCT for viewing on your computer. Test dates and due dates for assignments are the same for all students enrolled in EPSY 3360. All tests will be conducted in the Kiva at Farish Hall unless otherwise arranged. Scantrons are provided. Please bring your Cougar1 card or other identification.

- **Tuesday, January 16**  Orientation
- **Tuesday, January 23**  Chapter One
- **Tuesday, January 30**  Chapter Two
- **Tuesday, February 6**  Chapter Three
- **Tuesday, February 13**  Chapter Four
- **Tuesday, February 20**  Chapter Five
- **Tuesday, February 27**  Chapter Six
- **Tuesday, March 6**  Test 1
- **Tuesday, March 13**  Spring Break
- **Tuesday, March 20**  Chapter Seven
- **Tuesday, March 27**  Chapter Eight
- **Tuesday, April 3**  Chapter Nine
- **Tuesday, April 10**  Chapter Ten
- **Tuesday, April 17**  Chapter Eleven
- **Tuesday, April 24**  Chapter Twelve
- **Tuesday, May 8**  Test 2 (FINAL, 2-5 pm)