EPSY 6390: Internship
Spring 2007
Arranged Tuesday, 4:00 – 5:00
421 Farish Hall

Instructor – Gay Goodman, Ph.D.
Office Hours - Mondays 1:00 - 4:00
Tuesday 9:00-12:00
By appointment
Office - 421 Farish Hall (713) 743-9821
E-mail – ggoodman@uh.edu
Mailbox - Dept. of Educational Psychology,
491 Farish Hall

ADA Statement:

When possible, and in accordance with 504/ADA guidelines, we will attempt 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.

Additional Course Policies and Procedures:

The following information is designed to help the class run smoothly. The instructor reserves the right to make additions and adjustments as necessary.

Statement on Course Materials:

Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Course Description:

Students enrolling in EPSY 6390 should be at the integration/application/proficiency stage of their preparation. This internship experience should be the final course taken in satisfying the requirements for generic special education endorsement. The primary objective of this final three hours is to integrate the practical knowledge and skills acquired in the previous eighteen hours and provide an opportunity for students to demonstrate proficiency in a supervised, educational apprenticeship.
In addition to the lab practice aspects of the course which will be supervised by the University Coordinator, students will have several discussion seminars. These will be conducted in groups as well as individually. The purpose of the meetings is to clarify specific objectives which students will be working towards in order to satisfy course requirements.

Field Based Component:

Students enrolled in EPSY 6390 who are practicing teachers in mainstream or inclusive settings are encouraged to utilize their classrooms as a laboratory for the implementation of course requirements.

Four elements of authentic assessment are included in the requirements. Students must demonstrate competence on each of these elements in order to receive credit.

In addition to the required elements of the course, each student will be evaluated during site visits made by the university supervisor. The purpose of these visits is to conduct a classroom evaluation of the students classroom management and instructional skills. During these visits, students will be evaluated on 1.) planning, 2.) presentation, 3.) classroom management, and 4.) professional effectiveness.

Course Objectives:

Students completing EPSY 6390 will:

- Utilize standardized as well as criterion referenced assessment techniques to establish a learner’s current level of functioning.
- Formulate realistic instructional objectives for students based on current level of educational functioning and utilize these objectives in writing and evaluating IEP’s.

- Design and implement instructional modifications based on instructional objectives and other elements contained in the learner’s IEP. Include “best practices” methodology and instructional strategies including cooperative learning, team teaching, and peer tutoring.

- Design and conduct appropriate assessment strategies and use these for the purpose of evaluating and revising the delivery of curriculum and teaching strategies.

- Identify target behaviors, gather base line data, and formulate behavioral objectives necessary for increasing and/or decreasing appropriate student social behavior.

- Select an appropriate experimental design, design and implement an intervention strategy, and chart intervention data on a student’s social behavior.
• Use principles of applied behavior analysis as well as other classroom management strategies to improve conduct disorders and document the effectiveness of selected classroom management techniques.

• Participate in parent conferencing activities that are designed to facilitate communication between home and school.

• Direct the activities of a Child Study Committee Meeting that conforms to all requirements of Public Law 94-142. Report assessment results, current level of educational functioning, instructional objectives, and placement recommendations.

• Conduct a thorough review of all relevant professional literature and resources in order to formulate a knowledge base or a position statement regarding an issue in the field of special education.

• Utilize library sources, professional journals, professional conferences and societies, as well as computerized data bases to gather information related to an identified problem or interest area.

• Discuss assessment results with students with exceptionalities, parents, administrators, and other professionals using appropriate communication skills.

• Describe and direct the activities assigned to para-professional, aide, volunteer, or peer tutor.

• Define the roles of students with exceptionalities, parents, teachers, and other school personnel in planning an individualized program.

**Course Agenda:**

The agenda for group and individual meetings is as follows:

Meeting #1  Course Requirements  
Meeting #2  Term Paper Topic Selection  
Meeting #3  Assessment Data  
Meeting #4  Implementation Data and Evaluation  
Meeting #5  Project Sharing

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Behavior Management Plans @ 50 points</td>
<td>100</td>
</tr>
<tr>
<td>2 Instructional Modification Plans @ 50 points</td>
<td>100</td>
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<tr>
<td>1 Option Project</td>
<td>100</td>
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<tr>
<td>1 Term Paper</td>
<td>100</td>
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<tr>
<td>Total Points</td>
<td>400</td>
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Grading:

<table>
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<th>Grade</th>
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<tbody>
<tr>
<td>360 - 400 points</td>
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</tr>
<tr>
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<tr>
<td>240 - 279 points</td>
<td>D</td>
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<tr>
<td>Below 240 points</td>
<td>F</td>
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**Some Final Notes:** Students will not be allowed to take an Incomplete in this course due to poor planning on their part. If you find you do have a legitimate reason for an Incomplete, please talk with me as soon as possible to discuss the situation and to identify the documentation that will be required to support your request. Please review the University of Houston catalog to review conditions under which an incomplete may be granted.

Please turn off your cell phone or place it on silent mode/vibrate during class.

Students are expected to abide by the university’s academic honesty policy in all matters concerning this course. ([http://www.uh.edu/dos/hdbk/acad/achonpol.html](http://www.uh.edu/dos/hdbk/acad/achonpol.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.