# Course Syllabus

Department of Counseling, Special Education, and Educational Psychology  
College of Education, University of Texas at El Paso

<table>
<thead>
<tr>
<th>I.</th>
<th>Course Number</th>
<th>SPED 5333</th>
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<tbody>
<tr>
<td>II.</td>
<td>Title</td>
<td>Field Experience: Multi-tiered Social Emotional Learning for Students with Disabilities</td>
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<tr>
<td>III.</td>
<td>Credits</td>
<td>3 credit hours</td>
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<td>IV.</td>
<td>Semester</td>
<td>Spring 2024</td>
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<tr>
<td>V.</td>
<td>Instructor</td>
<td>Dr. Beverley Argus-Calvo &amp; Dr. Anjanette Todd</td>
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| VI.  | Contact Information | Dr. Calvo: bcalvo@utep.edu  
Dr. Todd: atodd3@utep.edu |
| VII. | Instructional Modality & Meeting location: | In-Person Field Experience (30 hours) - Bi-monthly Seminar  
Class location: Education Building Rm. 108 |
| VIII. | Office Hours        | Dr. Calvo: Virtual office hours: Mondays 4:00-5:30  
Wednesdays: 3:00 – 5:00.  
Dr. Todd: Virtual office hours: Mondays 1:30pm-3:30pm &  
Tuesdays 1:30pm-3:30pm (please make an appointment in advance) |
| X.   | Course Description  | Focuses on field-based applications of high quality social-emotional learning assessments (e.g., screening, diagnostic, progress monitoring) and evidence-based interventions within multi-tiered systems of support (e.g., Tier 1, Tier 2, Tier 3) for students with disabilities who have high intensity mental health needs. In addition to a weekly seminar, scholars will receive supervision and mentorship to successfully complete their field-experience in PK-12 public school settings. |
| XII | Council for Exceptional Children (CEC)  
Advanced Professional Content, Knowledge, and Skill Sets | Focus Standard:  
Advanced Preparation Standard #7 Collaboration:  
7.0: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.  
7.1: Special education specialists use culturally responsive practices to enhance collaboration.  
7.2: Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. |
7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

**Supporting Standards**

1.0: Special education specialists use valid and reliable assessment practices to minimize bias
2.0: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels
3.0: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

| XIII. Texas Administrative Agency (TEA) School Counseling Standards | Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand: (b.11) techniques and behavioral interventions to assist teachers with classroom management. (b.10) the characteristics and needs of special populations.

Standard I (10) The certified school counselor must know and understand the characteristics and educational needs of special populations.

Standard V. Learner-Centered Communications: The certified school, an advocate for all students and the school, demonstrates effective professional and interpersonal support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members. |
Learning Outcomes Table

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<thead>
<tr>
<th>Learning Outcomes</th>
<th>Standards</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1. Collaboration</td>
<td>CEC 7.0, 7.1 &amp; 7.2</td>
<td>Individual Project Group Project</td>
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<td>Scholars will implement MTSS for SEL practices in a variety of settings (e.g., Tier 1-3, inclusion/self-contained) in collaboration with culturally and linguistically diverse colleagues, community services, families, and students.</td>
<td>TEA I, V</td>
<td></td>
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<tr>
<td>2. Assessment/Evaluation</td>
<td>CEC 1.0, 2.0, &amp; 3.0</td>
<td>Field-Experience Observations &amp; Portfolio</td>
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<td>Scholars will be able to implement (with fidelity) high quality and evidence-based schoolwide multi-tiered systems of support (MTSS) assessment practices related to social-emotional learning (SEL) with students with disabilities who have high intensity mental health and/or SEL needs.</td>
<td>TEA I (b.10 &amp; 11), V</td>
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<tr>
<td>3. Instruction/Implementation</td>
<td>CEC 1.0, 2.0, 3.0, 7.0, 7.1 &amp; 7.2</td>
<td>Field-Experience Observations &amp; Portfolio</td>
</tr>
<tr>
<td>Scholars will be able to implement (with fidelity) high quality and evidence-based schoolwide multi-tiered systems of support (MTSS) instructional practices related to social-emotional learning (SEL) with students with disabilities who have high intensity mental health and/or SEL needs.</td>
<td>TEA I (b.10 &amp; 11), V</td>
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Assignments:

Field-Experience (70% of total grade)

- Revised Proposal (10%)
  - Scholars will receive feedback on their EDPC 5310 research project proposal from the Field-Experience Instructor(s). Scholars must create a revised proposal using this feedback. The revised proposal must clearly outline the scholars intended project and include all necessary materials (e.g., assessments, intervention materials, lesson plans, evaluation forms, fidelity checklists). (30 points)
    - Projects must incorporate at least 30 hours with students with disabilities who have high intensity mental health and/or SEL needs.
    - Projects must include the implementation of at least one formal assessment and one evidence-based intervention (Tier 1, Tier 2, and/or Tier 3).
  - Assessments can include (but are not limited to)
    - Greenspan Social Emotional Growth Chart
    - BERS-3 Complete Kit
    - SEARS Short Form Introductory Kit
    - SSIS SEL Edition Complete Kit
    - Functional Behavior Assessment
  - Evidence-based interventions can include (but are not limited to)
    - Second Step
    - Coping Cat
    - Coping Power
    - SSS for SEL Success
    - SSS for Exceptional Students
    - Check-in/Check-out
    - Social and Emotional Skills Training

- Revised Proposal Submission Guidelines
  - Format: The document should be typed in Times New Roman, 12pt font, double-spaced with 1-inch margins on all sides.
  - Length: The proposal should be at least 10 pages and a maximum of 15 pages, not including any appendices or reference pages.
  - Appendices: Include all materials for implementation as appendices (e.g., assessments, intervention materials, lesson plans, evaluation forms, fidelity checklists).
  - References: All sources should be cited according to APA guidelines, and your paper should include a separate reference page.
  - Submission: Submit your assignment through Blackboard.
• Faculty Observation (20%)
  o Field-Experience Instructor(s) will complete at least one formal observation with all scholars. Instructor(s) will use the scholar's fidelity checklist to monitor their implementation of an evidence-based intervention. The instructor(s) will provide feedback using the Rubric for 10 Teaching Practices that Support SEL, considering key SEL practices (i.e., student-centered discipline, teacher language, responsibility and choice, warmth and support, cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations, competence building). After the observation, the scholar must schedule a debriefing meeting (on Zoom) with the instructor to review the fidelity checklist/SEL rubric and receive feedback on their project implementation and data collection. (60 points)

• Mentor Observation (20%)
  o Scholars must identify a mentor. The mentor must complete at least one formal observation with the scholar. The mentor will use the scholar's fidelity checklist to monitor their implementation of an evidence-based intervention. The mentor will also provide feedback using the Rubric for 10 Teaching Practices that Support SEL, considering key SEL practices (i.e., student-centered discipline, teacher language, responsibility and choice, warmth and support, cooperative learning, classroom discussions, self-assessment and self-reflection, balanced instruction, academic press and expectations, competence building). After the observation, the scholar must schedule a debriefing meeting (on Zoom) with the mentor to review the fidelity checklist/SEL rubric and receive feedback on their project implementation and data collection. (60 points)

• Field-Experience Portfolio (20%)
  o Scholars must create a portfolio of all project implementation materials and a one-page executive summary of the project.
  o Materials must include:
    ▪ Cover Page
    ▪ Table of Contents
    ▪ One-page Executive Summary (i.e., project overview, results, implications for practice)
    ▪ Revised Proposal (assessments, intervention materials, lesson plans, evaluation forms, fidelity checklists)
    ▪ Copies of all formal assessments
    ▪ Representative samples of student intervention work and data (projects, assignments, worksheets, pre/post-tests, daily exit tickets, progress monitoring)
    ▪ Completed Fidelity Checklists (from instructor(s) and mentor)
    ▪ Completed SEL Rubric (from instructor(s) and mentor)
    ▪ Observation/Debrief Reflections—one page summary of overall experience
  ▪ 60 points
• Weekly Journals: (10%)
  - Includes thoughtful and reflective weekly journals submitted to BB (by the due date) that detail your progress in this class and on assignments: These journals will only be seen and reviewed by the instructors. (30 points total) -3 points each journal

Group Activity/Ice Breaker: Adult SEL (10%)
  - Each group will present one-time throughout the semester at the start of each “in person” class meeting (approx. 10 minutes)
  - Read the book by Salazar (2020) to identify ideas for sparking conversations and read the CASEL materials on Adult SEL
    o Using these resources, develop your own unique, engaging, and culturally responsive strategy to be used as an icebreaker for our in-person class meetings.
    o ***Please note: You can present what you created for the summer workshop (30 points)

Discussion Board Posts: (10%)
  - Includes thoughtful and reflective discussion posts submitted to BB (by the due date) that detail your understanding and reflection of the assigned reading. (30 points total)-5 points each post.

Required Book

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>270-300</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>240-269</td>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>210-239</td>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>180-209</td>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>0-179</td>
<td>0-59.9</td>
<td>F</td>
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Course Policies and University Supports

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else’s words as your own (i.e., copying) or passing over someone’s ideas as your own without proper reference or citation. Any materials deemed to be plagiarized will receive no credit. To read UTEP’s policies, visit the Office of Student Conduct and Conflict Resolution’s website on
Academic Integrity and Scholastic Dishonesty at https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

Attendance/Participation: Attendance and participation are required for this course’s Zoom meetings. Please email, text, or call the instructor prior to class if you are unable to attend for any reason. Participation during class is critical for meeting learning outcomes. Students will engage in a variety of practical activities related to planning instruction, assessing, and teaching students with disabilities.

Center for Accommodations and Support Services: All individuals with disabilities have the right to equal access and opportunity in college courses and on campus. For accommodations or support services, contact the Center for Accommodations and Support Services (CASS) at (915) 747-5148. Evaluation services are also available. They are located in the Union East, Room 106. For more information and to access their Online Portal, visit their website at www.utep.edu/student-affairs/cass/

Counseling and Psychological Services: UTEP provides confidential counseling and psychological services (CAPS) related to critical situations, crisis counseling, personal counseling, career counseling, and consultation. To schedule services or ask questions, contact them at caps@utep.edu or (915) 747-5302 or visit their website at https://www.utep.edu/student-affairs/counsel/counseling-services/

Late or Missing Work: On-time submission of work by the due dates listed in the syllabus is required for this course. Missing work will result in no credit. Late work will not be considered for grading without communication (text, email, call) with the instructor prior to the due date. For each week work is turned in late, the grade for that assignment will be lowered by one grade (e.g., A to B). Field-based experience and group projects are due the last week of class and will not be accepted late.

Netiquette: Appropriate online etiquette or netiquette is required for this course to ensure a safe environment for all. Visit UTEP’s Center for Instructional Design for more information, university guidelines, and information for online course netiquette at https://www.utep.edu/extendeduniversity/cid/faculty-resources/bso/netiquette.html

Technology: A computer with internet connection, video, and audio capabilities is necessary for this course. Assignments will require Microsoft Word, PowerPoint, Zoom, Canva, Yuja, etc. Technology is available at the library if needed. Contact UTEP Technology if you need support with technology throughout the semester at https://www.utep.edu/technologysupport/ Or contact the library at ask@utep.libanswers.com or call (915) 747-5643.

Tutoring/Writing Center: For tutoring or support, contact mlctutor@utep.edu or call (915) 747-6008 for tutoring or uwctutors@utep.edu for writing or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website at https://www.utep.edu/mlc/ or www.utep.edu/uwc