

Course Syllabus

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



I	Course Number	SPED 3340 (20426) SPED 5350 (21376)
II	Title	Teaching Students with Low Incidence Disabilities
III	Credit Hours	3 credit hours
IV	Semester	Spring 2025
V	Course Dates/Times	January 23 – May 15 Thursdays from 5:30pm-8:20pm
VI	Course Location/Modality	EDUC BLDG 318 Hybrid 50% Online
VII	Instructor	Katherine Wellborn, M.Ed., CAS
VIII	Instructor Contact Information	kwellborn@utep.edu katherinewellborn1@gmail.com 915 820-3792
IX	Required Field-Based Experience Hours	Three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings are required.
X.	Office Hours	Thursday 4:30pm-5:30pm Or as needed.
XI.	Course Description	This course focuses on high leverage practices for effective instruction for students with low incidence disabilities, including strategies and interventions related to academic, behavioral, functional, and self-determination skills. Addresses techniques for planning, assessment, and instruction responsive to students' strengths and needs. Specific field-based experience may be required.

XII.	<p>Learning Outcomes</p>	<ol style="list-style-type: none"> 1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism, intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness. 2. <i>Planning:</i> Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational). 3. <i>Instruction:</i> Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of students with low incidence disabilities. 4. <i>Field-based Experience and Reflection:</i> Students will observe three hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities.
XIII.	<p>Texas Education Agency (TEA)</p> <p>Pk-12 Special Education</p>	<p>Focus Standards:</p> <p>IV: The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities</p> <p>VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.</p> <p>Supporting Standards:</p> <p>VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</p> <p>VIII: The special education teacher understands assistive technology as defined by state and federal regulations.</p> <p>IX: The special education teacher understands and applies knowledge of transition issues and procedures across the lifespan.</p> <p>XI: The special education teacher promotes students' performance in English language arts and reading.</p> <p>XII: The special education teacher promotes students' performance in mathematics.</p>

XIV.	Council for Exceptional Children (CEC) Initial Preparation Standards	<p>Focus Standards:</p> <p>3.0: Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p> <p>5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p> <p>Supporting Standards:</p> <p>1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>
------	---	---

XV. Course Results

Learning Outcome	Related Standard(s)	Assignments
1. <i>Knowledge:</i> Students will be able to identify the characteristics, strengths, and needs (including assistive technology) of students with low incidence disabilities, including autism, intellectual disabilities, visual/auditory/orthopedic impairments, traumatic brain injury, multiple disabilities, deaf-blindness.	TEA IV, VIII CEC 1.0	Online Modules Discussion Board
2. <i>Planning:</i> Students will be able to plan meaningful and challenging instruction for students with low incidence disabilities in academics, functional, social, and transition skills (e.g., self-determination, vocational).	TEA VI, VII, IX, XI, XII CEC 1.0, 3.0	Intervention Plan Discussion Board Online Modules
3. <i>Instruction:</i> Students will be able to select, adapt, and use a variety of general and specialized curricula, evidence-based instructional strategies, and high-leverage practices targeting the strengths and needs of	TEA VI, IX, XI, XII CEC 3.0, 5.0	Intervention Plan Discussion Board Online Modules

students with low incidence disabilities.		
4. <i>Field-based Experience: Field-based Experience and Reflection:</i> Students will observe three hours of instruction in public school settings, reflecting on the implementation of high-leverage practices for students with low incidence disabilities.	TEA IV, VI, X, XI, XII CEC 1.0, 3.0, 5.0	Field-based Experience Log and Reflection

XVI. Course Materials

a. Required Textbook

Westling, D. L., Carter, E. W., Da Fonte, A., & Kurth, J. A. (2021). *Teaching students with severe disabilities* (6th ed.). Pearson.



- b. On-line Modules: Texas SPED Support <https://spedsupport.tea.texas.gov/>
- c. Blackboard
- d. Zoom (**WITH video and audio**)

XVII. Assignments & Rubrics

1. In-Class Participation (80 points, 5 points per class)
 - a. Attendance is required in this course. Students will participate in class discussions and activities based on the week's topic. Students can receive up to 5 points for each class.

2. Discussion Board (online; 40 points, 10 points per discussion)
 - a. Students will respond to four discussion questions on Blackboard throughout the semester, referring to the textbook readings for the week. Students must submit an original post and two response posts to classmates. **NO LATE SUBMISSIONS ACCEPTED FOR** discussions.
 - i. DQ 1
 - ii. DQ 2
 - iii. DQ 3
 - iv. DQ 4

3. Online Modules (online, 40 points; 10 points per module)
 - a. Students will complete four online modules throughout the semester and post evidence of completion (certificate) to Blackboard. Complete at your own pace, submit evidence any time by due date. Texas SPED Support <https://spedsupport.tea.texas.gov/> Learning Opportunities Link

***Module 1 (Due February 6, 2025, by 5:00pm)**

Use Instructional Strategies that Promote Successful Learning

<https://register.tealearn.com/browse/tea/network/tslat/courses/strategies-for-working-with-students-with-autism-in-the-general-education-setting-use-instructional-strategies-that-promote-successful-learning>

*** Module 2 (Due February 27, 2025, by 5:00pm)**

Borrow From the Special Educator's Toolbox

<https://spedsupport.tea.texas.gov/learning-library/strategies-working-students-autism-general-education-setting/borrow-special>

Module 3 (Due March 27, 2025, by 5:00pm)

Develop a Plan to Address Challenging Behavior

[Strategies for Working with Students with Autism in the General Education Setting: Develop a Plan to Address Challenging Behavior - TSLAT \(tealearn.com\)](#)

Module 4 (Due April 10, 2025, by 5:00pm)

Designing and Supporting Instruction (Significant Cognitive Disabilities)

<https://spedsupport.tea.texas.gov/learning-library/rubric-effective-practices-students-significant-cognitive-disabilities/designing>

4. **Field-Based Experience Log and Reflection (40 points)**
- Students must complete three hours of field-based experience observing the instruction of students with low incidence disabilities in EC-12 public school settings. Students must complete the log and reflection questions provided on Blackboard.
5. **Intervention Plan (200 points)**
- Students must create a one-week (five day) intervention plan for a student with a **low incidence disability in two areas**. The intervention plan will address an academic **and** a social or behavioral or functional need. The intervention plan must include a description of the student and their current strengths and needs (PLAAFP). Then, it must include 5 daily learning objectives (Monday-Friday) with a description of each day's 30-minute one-on-one intervention in both areas (must incorporate evidence-based practices/materials). Finally, it must also include 2 measurable goals with the progress monitoring assessment provided (e.g., reading fluency CBM, skill task analysis checklist, behavior observation tool). Plan will be presented on the FINAL day of class.
 - Plan will be taught, and examples will be provided.
6. Rubric for Intervention Plan:
- | | | |
|---|------------|-----------|
| a. PLAAFP | 50 | 25/25 |
| b. Goals and Objectives | 50 | 25/25 |
| c. Intervention/Teaching (Objectives, Evidence-Based Practices, Data Collection, Visuals) | 75 | 37.5/37.5 |
| d. Presentation | 25 | |
| e. Total Points | 200 | |

XVIII. Schedule

Date	Topic	Course Materials	Assignments/Exam
Day 1 Jan 23	Syllabus/ Course Introduction Field Experience Requirements	Required Textbook	Obtain Course Textbook IN-PERSON
Day 2 Jan 30	Low Incidence Disabilities PLAAFP	Chp 1-2	Discussion Board 1 Due 12:00pm IN-PERSON
Day 3 Feb 6	Collaboration	Chp 3	Module 1 Evidence (Certificate) Posted 5:00pm ON-LINE ZOOM
Day 4 Feb 13	Instructional Procedures Developing Goals and Objectives	Chp 4-5	 IN-PERSON
Day 5 Feb 20	Evaluating Student Progress	Chp 6	 ON-LINE ZOOM
Day 6 Feb 27	Inclusion Health and Medical Needs	Chp 7-8	Discussion Board 2 Due 12:00pm ON-LINE ZOOM
Day 7 March 6	PLAAFP Goals and Objectives		Module 2 Evidence (Certificate) Posted 5:00pm Mid-Term Goals and Objectives IN-PERSON
March 13	ENJOY!	ENJOY!	SPRING BREAK!!! ENJOY!
Day 8 March 20	Teaching Communication Skills	Chp 9	 ON-LINE ZOOM
Day 9 March 27	Personal Care Skills	Chp 10	 IN-PERSON
Day 10 April 3	Academic Skills Home and Community	Chp 11-12	 Module 3 Evidence (Certificate) Posted 5:00pm IN-PERSON
Day 11 April 10	Friendships And Behavior Supports	Chp 13-14	Discussion Board 3 Due 12:00pm ON-LINE ZOOM

Day 12 April 17	Assistive Technology	Chp 15	Module 4 Evidence (Certificate) Posted 5:00pm ON-LINE ZOOM
Day 13 April 24	Early Intervention SPEDTex	Ch 16	Discussion Board 4 Due 12:00pm ON-LINE ZOOM
Day 14 May 1	Transition to Adulthood Social Skills	Ch 17	Field Experience Log & Reflection Due IN-PERSON
Day 15 May 8	Presentations		Intervention Plan Due for <i>ALL</i> *Hard Copy Needed* Final (Intervention Plan Presentation/14 students) IN-PERSON
Day 16 May 15	Presentations		Final (Intervention Plan Presentation/13 students) IN-PERSON

XIX. Grading Scale

Points	Percentage	Grade
375-400	90-100	A
350-374	80-89.5	B
325-349	70-79.5	C
300-324	60-69.5	D
<300	0-59.5	F

XX. Course Policies & University Resources

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>

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. CASS is 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/>

Field-Based Experience: This course requires 3 hours of field-based experience. Students must document time spent observing with detailed notes and signatures from the UTEP instructor and cooperating teacher. Students must complete a written reflection, responding to the questions provided in the syllabus. Per TAC§228.35(b)(1), candidates seeking teacher certification must complete a minimum of 30 clock-hours of field-based experience prior to clinical student teaching or internship. The field-based experience for this course applies to these TAC requirements. However, all students must complete 3 hours field-based experience to meet requirements for this class, regardless of if they have already met the 30-hour requirements or if they do not plan on entering student teaching or internship.

Late or Missing Work:

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/bsonetiquette.html>

Technology: A computer with internet connection, video, and audio capabilities is necessary for this course. 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

XXI. Appendix

Field-Based Experience and Reflection Form

Student Information	Student Name:	
	Email Address:	
	Student 800#:	
Course Information	Course # 3340 or 5350 Teaching Students with Low Incidence Disabilities	
	Course CRN: 20426 or 21376	
	Instructor Name: Katherine Wellborn	
Observation Location	District Name:	
	School Name:	
	Classroom #:	
Observation Notes	Teacher Says/Does (e.g., T asks S's if they are ready to read)	Students Say/Do (e.g., all S's give thumbs up)
Date:		
Time Frame		
Date:		
Time Frame:		
Date:		

Time Frame:		
Post-Observation Reflection (write at least one paragraph per question):		
1. What were the learning objectives and how well did students meet them?		
2. Describe the teacher's instructional strategies and materials.		
3. Describe the learning environment and level of student engagement with the lesson.		
4. What connections did you make between the instruction you observed and what you learned in class?		
UTEP Student (Print Name)		
Signature	Date	
UTEP Instructor (Print Name) Katherine Wellborn		
Signature:	Date:	
Public School Instructor (Print Name)		

Signature	Date