



**Instructor:**

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Office Hours: (online) Thursday 6:00 pm -7:00 PM via the 'Online Office Hours' link (Blackboard Collaborate)

- \* Please send all course related emails through to [mtucker@utep.edu](mailto:mtucker@utep.edu)
- \* If you call my cell phone, **please** leave a phone message. Include in your message your reason for the call, phone number, and best time to return your call.

**Course Title**

**Special Education Services for Students in General and Special Education Settings**

**UTEP Catalog Course Description**

Survey of the various exceptionalities, litigation and laws pertaining to the disabled, and definitions and characteristics of various disabilities. Emphasis on the way behavior, learning problems, and physical disorders impact learning.

**Prerequisite:** Admitted into Teacher Education.

**This course is fully online. 30 hours of Field experience (15 hours of observations AND 15 hours of service learning) are required for this section.**

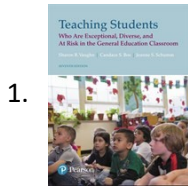
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## Required Course Materials

### Textbook:



1. Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom, plus MyLab Education with Pearson eText -- Access Card Package, 7th Edition (ISBN: 9780134995724)

The textbook may be purchased at the UTEP Bookstore or online at such places as Amazon and Barnes and Noble, or as an e text purchased directly through Pearson.

Please consider delivery time if ordering online

2. Download the **State Board for Educator Certification (SBEC) Approved Educator Standards/Texas Education Agency (TEA)** pertinent to your area of certification based on your degree plan **and** the Pedagogy and Professional Responsibilities (PPR). **You will be required to address the standards through all of your discussion responses.**  
[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

## Student Learning Outcomes

Upon successful completion of this course, students will have the skills to:	To evaluate the students ability in each of the learning outcomes, the students will:
<b>Understand Individuals with Disabilities and Evaluate their Needs</b>	<ol style="list-style-type: none"> <li>1. Conduct 15 hours of classroom observations in public school classrooms that serve students with disabilities</li> <li>2. Conduct 15 hours of service learning with children or adults with disabilities in either a school or community-based setting</li> </ol>
<b>Understand and apply knowledge of the characteristics and needs of individual with disabilities</b>	<ol style="list-style-type: none"> <li>1. Actively participate as a group member in the development a Topic or Disability category project presentation</li> <li>2. Respond to the presentations on a week-by- week basis by following the guidelines for postings (see rubric)</li> <li>3. Pass course exams.</li> </ol>
<b>Promote Student Learning and Development</b>  The special education and general education teacher understands and applies knowledge of procedures for	<ol style="list-style-type: none"> <li>1. Respond to discussion questions in the learning module for <b>Promoting Social Acceptance and Managing Student Behavior.</b></li> </ol>

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<p>planning instruction and managing the teaching and learning environment.</p> <p>The special education and general education teacher understands assistive technology as defined by state and federal regulations.</p> <p>The special education and general education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.</p>	<ol style="list-style-type: none"> <li>2. Visit the assistive technology lab at the El Paso del Norte Development Center or the Special Needs room in the UTEP Library and integrate AT in their presentations on the disability categories.</li> <li>3. Conduct classroom observations in <b>at least two</b> different schools and in different classroom settings that provide services to students with disabilities (elementary, middle and high school).</li> <li>4. Respond to discussion questions in the learning modules <b>Differentiating Instruction and Assessment and Fostering Strategies for Student Independence.</b></li> </ol>
<p><b>Foundations and Professional Roles and Responsibilities</b></p> <p>The special education and general education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.</p> <p>The special education and general education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.</p> <p>The special education and general education teacher knows how to communicate and collaborate effectively in a variety of professional settings.</p>	<ol style="list-style-type: none"> <li>1. Respond to discussion questions in the learning module <b>Special Education and Inclusive Schooling</b></li> <li>2. Maintain confidentiality of students, schools, teachers, and parents in written observation reports and interviews through the use of pseudonyms.</li> <li>3. Explore state and national organizations that establish ethical requirements of the profession and acknowledge such by submitting the signed statement on Ethics included in learning module 1.</li> <li>4. Adhere to district policies when conducting observations and when working with students.</li> <li>5. Participate and responds to weekly discussion questions related to the learning module <b>Communicating and Collaborating with Other Professionals and Families</b></li> <li>6. Conduct an interview with a teacher, administrator, parent, student (with parental consent), or support service personnel.</li> </ol>
<p><b>Culturally Responsive Teachers</b></p> <p>The special education and general education teacher understands student diversity and how to plan learning experiences that are responsive to differences among students and their families.</p> <p>The special education and general education teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>The special education and general education teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p> <p>The special education and general education teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage</p>	<ol style="list-style-type: none"> <li>1. Participates and responds to weekly discussion questions related to the learning module <b>Response to Intervention: Developing Success for All Learners</b> and <b>Differentiating Instruction and Assessment for all learners.</b></li> <li>2. <b>Classroom observations in public school settings in the U.S. for a total of 15 hours and provide a total of 15 hours of service learning</b> in either a school or community setting that serve students and/or adults with disabilities.</li> <li>3. Participate and responds to weekly discussion questions related to the learning module <b>Teaching Culturally and Linguistically Diverse Students.</b></li> <li>4. Participate and respond to weekly discussion questions related to the learning module <b>Promoting Excellence Through the Teaching and Learning Connection.</b></li> </ol>

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students in the learning process, and timely, high-quality feedback.	
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## COURSE GUIDELINES

1. As the course instructor, I reserve the right to adjust the course schedule due dates as required due to unforeseen technical difficulties related to Blackboard. I do make every effort to adhere to the current schedule however the course syllabus and class schedule are “living documents” and at times may be changed. It is your responsibility to keep up with announcements and course Emails. ALL assignments are expected to be completed.

2. **Background Checks:** All public schools and most community organizations require that you obtain a background check to conduct observations and to work directly with students and program participants. Please make sure that you review the background check policies from the school district or organization that you are planning to do your observations and Service-Learning work. Contact the Human Resources departments and follow their procedures. It is **your responsibility** to be cleared **early** on in the semester. Please consider scheduling your observations early in the semester. Many schools may not allow observations during testing weeks. In Bb go to the **Course Resources Link for detailed contact information**.

3. All assignments are expected on due dates and times (**as per the Schedule**). All assignments **must be** submitted as directed, through the designated Bb (NOT Email) links. If there is a problem with Bb. I will determine an alternative, via an announcement or Email. I will not be responsible for any assignment file that is sent to my UTEP email or not uploaded through the designated assignment link – make sure you see the Bb dates and times in the schedule. Please ensure that you are able to attach and send files through Bb and that they are in either a **.doc, .docx** format. All assignment links have a specific due date.

After the deadline for posting has passed, late assignments **may be** considered for partial credit pending documentation of hardship – medical or death in immediate family. Note that the assignment links are made available to students before the due date for those who chose to submit early. When you submit on the due date you may get a “**Late**” submission date message, there is no need to contact me as all submissions are time stamped.

4. I strongly recommend that you check the **course daily** for any course updates and check for messages from your peers. Email messages and announcements will be sent through Bb. Don’t forget to post questions in the **HELP ME DB**, when in doubt of anything related to the course.

5. Incomplete grades **will only be offered** if the majority of work has been completed and there is medical documentation or a death in the immediate family during the last two weeks of the course.

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After two weeks of inactivity, I will automatically withdraw you from the course. **Check the UTEP course drop deadline.**

6. Make sure you plan your observations and outside activities carefully and with time. There are times when a teacher might be absent or there is a school activity that will not allow you to observe the classroom. This will not be an excuse for not turning in your field experiences on time. Plan accordingly. Don't wait until the last minute to clear your background checks. Your first observation is due in Week 6 and the requirement for this observation require that you have conducted at least 1-3 hours of classroom observations.

7. All assignments will be evaluated based on: organization of ideas, clarity of expression, grammar, spelling, and punctuation. The Writing Center in the Library can provide you with help with your written assignments prior to submitting for a grade. It is also suggested that you compose all your discussion responses in a word document, prior to posting. Save all of your discussion postings just-in-case there is a technical difficulty. Postings that resemble text messages (including inappropriate use of grammar such as using lower case "i" , and u for you, LOL, etc...) will not receive credit. Professionalism is expected through **ALL** communication within this course. The following website offers some good tips regarding online communication: <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>.

8. Students with disabilities: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS web site at [www.utep.edu/dsso](http://www.utep.edu/dsso) or the CASS office in Room 108 East Union Building. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and CASS.

9. Online learning: If you do not have access to a computer and Internet services 24/7, it is strongly suggested that you transfer into a face-to-face section of this course. Excuses for not having access to a computer will not be considered for late postings or assignments. If you are using an iPad or Mac please go to the Help Desk in the UTEP Library (3<sup>rd</sup> floor) to ensure compatibility. Students from previous semesters have reported difficulties in sending documents through the Assignment link and opening files. Unless Bb is down, it is your responsibility to ensure you are able to open files, scan and upload files when necessary, and navigate the course. Consider the time required for this course to be the same for any other course (at least 8-12 hours a week!). If you are concerned about taking this course online, take the following quiz <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp> to help you identify what technical factors may hinder your progress in this course.

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10. For any technical difficulties you must contact the Help Desk and also check the Online Learning – getting Started page in the **START Here: Course Information Module**. Take the quiz at the end of the page.

11. Academic integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

*"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others."*

**Therefore I require that you cite references using APA formatting in your discussions.**

11. All work must be cited in APA format. Here are some helpful links for APA tutorials:

1. Appropriate use of references in APA: <http://video.about.com/psychology/How-to-Cite-Journal-and-Periodicals-in-APA-Format.htm>

2. Appropriate citations within text APA: <http://video.about.com/psychology/How-to-Cite-in-APA-Format.htm>

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### Course Requirements and Grading

#### Weekly Participation:

UP to 100 points



All students are expected to be prepared and to be active participants throughout the course. Attendance for this course is determined by weekly participation in Discussion Boards (DB), weekly exams, MyEducationLab assignments, and active participation in your group projects. Lack of active participation may result in an administrative drop from this course.

#### Service Learning Hours:

30 points



In order to develop a better understanding of what it means to work with students and families of children with disabilities, you will be required to conduct 15 hours of Service Learning hours. You will need to submit the name of the school and or contact person (community setting) with their phone number by **Friday of Week 5**. You will find the **Acknowledgement of Placement form**- in the **Course Resources/Documents link** in the Home Page. Please scan and submit this form electronically in the **Assignment link**. I only need to have the information as per the form. As per the schedule, **at the end** of the semester you will include your reflections of these experiences in your Website and you must submit the **Documentation of Hours form** (NOTE: This form is the same form you will use for documenting your observation and service learning hours ALL hours must be submitted at the end of the semester on one document) **You will submit the Documentation of Service Learning hours in the Assignment link and the reflection will be posted in the designated DB.**

designated assignment link:

Submission of Acknowledgement:	10 pts
Documentation of 15 hours:	20 pts
(May vary depending on hours documented)	

#### Classroom Observations

Observation Hours = 20 pts.



Throughout this semester you are required to observe classroom settings that provide services to students with disabilities (a combination of a self-contained or general education classroom settings) for a total of **15 hours**. Document these observation hours in the Documentation of hours form found in the Module called: **Start Here: Course Information**. Will submit 2 reports that specifically address 2 of the different classroom settings you observe. Observation 1 will be due during week 7 and follows a list of questions related to the weekly reading. Observation 2 – is a detailed report of your observation. A sample is provided in the above mentioned link under **Samples**.

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Criteria for the classrooms you can observe must reflect a combination of these settings:

- Pre School, elementary, secondary (Middle school, High School) general education classrooms that include students with disabilities
- Inclusive vs. self-contained programs
- Resource, vocational, medically fragile units, etc....
  - NOTE: Bilingual classrooms are **not** considered special education. If there are students with disabilities reported to be included, then a bilingual classroom may be appropriate.
  - ALL observations must be conducted in **public schools in the U.S.** Observations in private schools do not meet the requirements for this assignment as they are not required to meet the guidelines under federal laws – IDEIA, NCLB, or ADA.
    - If you are doing your student teaching this semester or you are working in a Head Start program you must make arrangements with your supervising teacher/supervisor to conduct some outside observations.

You are required to observe (1) **different classroom settings**, and (2) **different grade levels** (for example if you conducted 10 hours in different elementary school classrooms, the other 5 hours must be in a middle or high school setting; any combination of hours that works for your schedule is acceptable except for conducting all your observations in the same grade and classroom), and (3) **must include students with disabilities**.

#### **Observation Reports:**

The first report specifically addresses classroom management and you will respond to specific questions listed in Observation 1.

Observation report 2 will be a detailed written observation report (see above to find a Sample).

Remember that not all disabilities are visible, and teachers should not identify the specific disability a student has. Your reports should NEVER include the names of teachers, schools or students. Use pseudonyms (and make it obvious) at all times.

- **Please** make sure that all files submitted in the assignment link are in .doc, .docx format, as ONE document. NO PDF files or pictures as I can't provide feedback.
- Ensure that you are specifying the type of class you are observing - without any names of teachers, students, or schools; Indicate the time you went into and left the classroom and clarify the activities you observed.

**Confidentiality:** You may not know exactly who the student with disabilities is when observing, as not all disabilities are visible. A teacher who is following confidentiality policies will purposefully not reveal the child with the disability. In order to maintain confidentiality of the student, neither the teacher nor administrator should divulge the name of the student or type of disability. Your observations and interview reports **should never divulge the name of the teacher, school, or student**. Always indicate that the names you are using in your narratives are pseudonyms. See sample report in the **Course Resources link**.

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**Professionalism:** Make sure to call the school you are interested in observing and schedule with the secretary or school principal, a time when you can visit. Let the person you are speaking with know that all information regarding this observation will remain confidential (the names of the school and the teacher will be presented as a pseudonym in your report). You can find a letter explaining this assignment in the **Course Resources/Documents link**. On the day of your observations, when doing your service-learning hours, and conducting your interview, remember at all times that you are representing yourself and UTEP. Dress and act professionally!

### Interview

10 points



Conduct a 30-45 minute interview with an individual who has been identified as having a disability or has worked with students with disabilities (e.g., a principal, teacher, speech therapist, occupational therapist, or a parent). Focus on their experiences working with students with disabilities, their view on inclusion based on their experiences, and how children and/or adults with disabilities treated in schools and in the community. At the end of your narrative include your reflection of what you learned about your future role in educating students with disabilities. A sample list of guiding questions can be found in the **Course Resources/Documents Link**, however, do not feel limited to these questions only. You can find a sample of the written narrative that you will be turning in for this assignment in the **Course Resources Link**.

### Exams/Quizzes/Mid-term and Final

Up to 150 points



The first two online exams (based on multiple choice, open ended, true/false questions) will cover the information presented in the assigned chapters and threaded discussions. Other quizzes may be developed by you and you peers through the group presentations and will be announced when the presentations are posted.

Your **midterm** grade will consist of creating a WEB site using **Weebly, WIX, Adobe Slate OR any other free webpage tool that can be shared electronically**. This website should reflect what you have learned about working with individuals with disabilities to date (content from the first 7 weeks of class and your observations). You can start working on this project as soon as you like. **15 points**

**Final:** You will further develop your same website for the rest of the semester by adding a section for each disability category covered in class **and** a final reflection that addresses what you have learned about working with children with disabilities. This will be in the format of a letter. **25 points**

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## Group Projects

25 points



Select a disability category or topic of interest by going to the **Group Presentations – Sign-up link**, on the Home Page. Once you select a group you will see a link **My Groups on the navigation tool bar**. As a team of 2-3 you will prepare a presentation for the rest of the class.

- \* Your group should plan for the equivalent of a 20-minute presentation (about 10-15 slides) that will be viewed by others.
- \* Your presentation must address relevant content, presentation of information in an innovative and engaging way.
- \* You must include information from the text and 2 other sources. (contact me if you need suggestions).
- \* Include 7 – 10 strategies for supporting students in the classroom that you have learned from your research.
- \* You must also develop an assessment for student learning for your topic. This should be in the form of a reflection question.

Please see the guidelines for presentations in the ***Course Resources/Document Link***.

The only way that I can determine your participation in this project is through your documented participation in the discussion board for your group. As this is an online course, there are certain policies that you all must adhere to in developing this project. If I cannot see evidence of active participation OF EACH GROUP MEMBER, that person will not receive credit for this important project. In order to avoid any misunderstandings here are some communication guidelines for you **all** to follow:

1. Only use the discussion link for documenting participation. Never use personal emails and undocumented phone calls; unless you let your group members know specific outcomes of these communications by providing notes in the DB.
2. Do NOT plan to meet face-to-face. Inevitably there is one member that is unable to make the meeting and/or gets left out of the project. Other students may not be living in El Paso, so please be considerate. Through SKYPE or Google Communities if necessary.

Only those who actively participate will get credit for this assignment. You can also find the presentation guidelines in the ***Course Documents link***.

PLEASE NOTE: You must submit your presentation directly to the instructor (me) through the UTEP email. It will be reviewed before I post it in the designated weekly module – please check the schedule. You must include a form of assessment for your peers – this can be in the form of a

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discussion board question, quiz, activity, etc...

### Grading Policy

Final Grades will be based on the on the total points at the end of the semester 290 -310 points (there may be adjustments – with notification). At the end of the semester I will take the highest points earned in the class. The total number of points earned/(divided) by the total points possible will determine your final grade. This announcement will be made at the end of the semester in the Course Announcement Link

A (Outstanding) **91%** and above; B (Very Good) **81% – 90%**; C (Satisfactory) **70% – 80%**; D (Unsatisfactory) **60% – 71%**; F (Failure) **less than 60%**

### TIPS and Tools for being a successful learner in this course.

#### Time Management

The rule of thumb for your time invested in a class is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, course you should expect to spend:

**3 hours of class time + 9 hours of study and prep time = 12 hours per week.**

#### Being a Successful Online Learner (SOL)

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

#### **Take the following quiz:**

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp>

#### **Are you prepared to be a successful online learner?**

- Ask questions: If you don't know the answer, someone else will. The **Help Me** discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have **clearly indicated the subject of your message**. This Discussion Board is to help clarify questions you may have about assignments, procedures, due dates, etc... any question you have that you think others may have post here – do not send a personal email to the professor for general questions. Chances are that other students will be able to respond to your question if we are not available.

- Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.

- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.

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- Be diplomatic: When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and consider if it is really necessary or there might have been some misunderstanding that can be easily clarified. Copy Mr. Tucker if you feel that a comment was made that was inappropriate or insensitive. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- Stay focused: Stay on topic to increase the efficiency of your learning. Your responses must **reflect that you have read the weekly material** and have found outside sources to support your positions. Remember to always cite your sources within your discussion and provide a full reference at the end of your posting using APA **and** address the TEA Educator Standards (TEA SE). While you will most probably be using your text book for most or your references, remember that there are many sources cited within the context of the chapters. Citing the textbook at the end of your discussion posting does not qualify as evidence of citing your resources. Pay close attention to whose ideas you are using (see sample discussion posting that received full credit that is found in the **Course Resources**)
- Online classes require that you **dedicate as much time and effort as Face-to-Face (F2F) classes**. This course should not be considered a filler course. You will be spending time in the field and other times you will need to spend on course content. Schedule time in your day (2-3 times per week) to focus specifically on the course. Pretend you are going to class and find a space where you will not be interrupted for 1-2 hour blocks of time. Make sure that you have access to the internet and a computer (which you have tested for compatibility) during these blocks of time. 10:00 pm). Just and FYI - You can usually **"find me"** online, other than my office hours, late at night or early in the morning. I will answer questions in Blackboard and make sure you download the Blackboard instant messaging link!

### Computer Requirements - Review

First, let's make sure your computer has the necessary plug-ins you will need to access all the content in this course. You can click here to access UTEP's test page that will inform you if the computer you are using has the latest software available.

### Software Requirements

You will need the following software on your computers to efficiently work in this course. In some cases your computer may already have some of these programs installed.

- Adobe Acrobat Reader. You can get the program by going to <http://www.adobe.com> and then clicking on the icon on the center of the screen which says "Get Adobe Reader". Follow instructions to install the reader.
- Adobe Flash Player. You can get the player by going to <http://www.adobe.com> and then clicking on "Get Adobe Flash Player". Follow instructions to install the player.

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- Apple QuickTime Player. You can get this player by going to <http://www.apple.com>. Once there, click on the "Downloads" tab on the top of the page and then click on QuickTime "Download" and follow instructions.

- Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. As students, you can generally buy this whole package for about \$25, far less than the store price of approximately \$400 at the UTEP Bookstore.

### **Effective Electronic Communications**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at [www.albion.com/netiquette](http://www.albion.com/netiquette) and <http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>

### **Academic Dishonesty Statement (again!)**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of

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academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

**Notice of SafeAssign**

This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

**Copyright Notice**

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

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