The University of Texas at El Paso
Department Counseling and Special Education
Syllabus

COURSE INFORMATION

SPED 3345: Literacy Instruction for Students with Disabilities
Term: Fall 2025
Delivery Method: In Person
Credit Hours: 3 credit hours
Meeting Day and Time: Tuesdays, 5:30 pm – 8:30 pm
Location: UGLC, Room 210

INSTRUCTOR INFORMATION

Tessa Arsenault, Assistant Professor of Special Education
Written Communication: tlarsenault@utep.edu or Blackboard messages
Office Phone Number: (915) 747-7639
Office Location: ED, Room 713
Office Hours in in person (or on Zoom by request):

- Mondays, 2:30 pm to 5:00 pm; Tuesdays, 2:30 pm to 5:00 pm; or by appointment.

COURSE DESCRIPTION

SPED 3345: Literacy Instruction for Students with Disabilities is a 3-credit course for all special education majors. This course focuses on evidence-based instructional practices for students in need of intensive literacy interventions. Emphasizes the essential components of the science of teaching reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:

1. **Demonstrate proficiency in knowledge of the theories of reading development, the science of teaching reading and writing, and strategies to plan, teach, and assess literacy with students with disabilities from culturally and linguistically diverse backgrounds.**
    a. *Identify and briefly describe the key components within the Emergent Literacy-Writing domain of the Texas Prekindergarten Guidelines (§235.131(d)(1); Domain III:005A).*
    b. *For English language arts/reading, at the Kindergarten-Grade 6 level, identify and state at least one relevant Texas Essential Knowledge and Skills (TEKS) statement (§235.131(d)(2); Domain III:005:D).*
    c. *Identify and describe at least two specific examples of early literacy as outlined in the TEKS and the Texas Prekindergarten Guidelines (§235.131(d)(3); Domain III:005A).*
    d. *Given a student with high support needs in Prekindergarten-Grade 6, describe at least one programmatic decision and one instructional decision that are informed by the subject matter TEKS, the Texas Prekindergarten Guidelines, and relevant specialized curricula (§235.131(d)(7); Domain III:005:A).*
    e. *Identify and explain learning processes characteristic of young children (§235.131(f)(19); Domain III:006:F).*
    f. *Identify and describe at least three distinct biological, physical, psychological, or social influences that can significantly affect the literacy learning and development of individuals with high support needs (§235.133(c)(5); Domain I:002:B).*
    g. *Explain how at least two distinct developmental, academic, social, or functional characteristics of individuals with high support needs can impact their learning levels (§235.133(c)(9); Domain II:004:C).*
2. **Administer diagnostic, progress monitoring, and formative assessments in literacy, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.**
    a. *Given varied student performance in a literacy, describe one instructional modification, one differentiation strategy, and one strategy to facilitate varied access to materials (§235.131(d)(6); Domain III:005E).*

   b. *Given a scenario describing individuals with high support needs, identify at least two distinct barriers to accessibility, and propose at least one specific way a specialized curriculum can address each identified barrier (§235.131(d)(16); Domain III:005:K).*
   c. *Given a student profile outlining strengths and needs in literacy, design an individualized instructional approach that describes how instructional intensity, or intervention will be adapted to build on strengths and accommodate needs (§235.131(f)(7); Domain III:006:C).*
   d. *Describe at least two different modalities students can use to demonstrate their knowledge and skills, ensuring all individuals can show their understanding (§235.131(f)(10); Domain III:006:E).*
   e. *Describe a cyclical process that demonstrates the application of knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction or interventions based on identified needs (§235.131(f)(18); Domain III:005:E).*
   f. *Explain why individuals with high support needs deserve high expectations and meaningful, inclusive participation, and describe at least one way to provide opportunities for their highest possible learning outcomes (§235.133(b)(29); Domain III:006J)*
   g. *Given a scenario where a student is not making progress on a functional, academic, or behavioral goal, identify and describe at least one evidence-based practice to address the lack of progress (§235.133(c)(10); Domain II:003:F).*
   h. *Given a student with high support needs not meeting a milestone, identify and justify at least two instructional adaptations to facilitate progress (§235.133(c)(11); Domain III:005:C).*
   i. *Demonstrate the ability to administer a chosen screening instrument and a chosen diagnostic assessment (in reading) according to provided guidelines, and accurately interpret the results to identify at least three specific pieces of baseline data (§235.133(e)(12); Domain II:003:C).*
   j. *Given a student's assessment data, describe at least two strategies to support the student in understanding their results and using them to self-monitor or self-regulate their learning or behavior (§235.133(e)(14); Domain II:003:K).*

3. **Develop high quality standards-based lesson plans related to literacy, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high-quality materials.**
   a. *Describe at least two developmentally appropriate instructional strategies to engage, motivate, and promote their learning (§235.131(f)(11); Domain III:006:F).*
   b. *Describe at least three distinct strategies a teacher can use to promote active student engagement during a lesson (§235.131(f)(20); Domain III:006:D).*
   c. *Describe at least two ways in which students with support needs may exhibit cultural, linguistic, or racial/ethnic diversity beyond their support needs (§235.133(c)(4); Domain I:002:C).*
   d. *Identify and describe at least two distinct strategies to support students' development and independence in meeting grade level expectations (§235.133(c)(6); Domain III:005:G).*
   e. *Given a student with high support needs and a subject matter TEKS, propose at least one programmatic decision and one instructional decision informed by both the TEKS and specialized curricula (§235.133(d)(5); Domain III:005:D).*
   f. *Describe at least three distinct strategies a teacher can use to promote active student engagement during a lesson (§235.133(f)(20); Domain III:006:D).*
4. **Model explicit instruction related to literacy, demonstrating strong content knowledge and communication skills.**
   a. *Given a specific literacy content area, strategy, or skill to teach, design a brief sequence of explicit and scaffolded instructional steps (§235.131(f)(6); Domain III:006:C).*
   b. *Describe at least two examples of specific, developmentally appropriate, and explicit feedback that can be provided to students during instruction to engage, motivate, and support them toward mastery (§235.131(f)(8); Domain III:006:C).*

READING MATERIALS

All class readings* will be provided online via Blackboard. No textbook is required for this course.
*May not always be a "reading" but a video, module, etc.

SCHEDULE

Week	Topic	Readings Due*	Assignments Due**

1 (Aug 26)	Overview of Reading	Online Reading: N/A Videos/Podcasts: N/A	Blackboard: Blackboard and Syllabus Quiz In class: N/A
2 (Sept 2)	Reading Development and Reading Theories (Part 1)	Online Reading: Science of Reading Guide eBook Videos/Podcasts: Models of Reading (includes videos and reading)	Blackboard: Reading Reflection Paper #1 In class: *Content Review*
3 (Sept 9)	Reading Development and Reading Theories (Part 2)	Online Reading: Castles et al. (2018) Video/Podcasts: The Science of Reading (Podcast)	Blackboard: N/A In class: *Content Review*
4 (Sept 16)	Oral Language Skills, Print Awareness, and (Start) Phonological Awareness	Online Readings : Gately (2004) Videos/Podcasts : Play-Based Language Interactions; Sequence Trains; Multiturn Conversations; Interactive Reading; Listening Comprehension	Blackboard: N/A In class: *Content Review*
5 (Sept 23)	Phonological Awareness	Online Reading: Li et al (2023); Mihai et al. (2014) Video/Podcasts: Phonemic Awareness (Podcast)	Blackboard: N/A In class: Quiz #1
6 (Sept 30)	Letter Knowledge and Intro to Phonics Instruction	Online Reading: Sourcebook (Ch. 6); The Alphabetic Principle Video: Big 5 in under 5: Phonics	Blackboard: N/A In class: *Content Review*
7 (Oct 7)	Phonics Instruction and Irregular Word Reading	Online Reading: WWC_G4-9 (2022), p. 4-11; Claravall (2016) Video: Phonics for Students with Complex Needs (Podcast)	Blackboard: Phoneme Video In class: *Content Review*
8 (Oct 14)	Word and Text-Reading Fluency	Online Reading: Datchuk & Hier (2019); Didion & Toste (2021) Video: Reading Fluency (Podcast)	Blackboard: Instructional Video and Lesson Plan #1 In class: *Content Review*
9 (Oct 21)	Assessing Phonics-Based Skills	Online Reading: Filderman & Toste (2017); Lindstrom (2018)	Blackboard: N/A In class: *Content Review*

		Video: Reading CBMs; Reading Diagnostics	
10 (Oct 28)	Comprehension and Vocabulary (Part 1)	Online Reading: Baker et al. (2023); Miller (2016) Video: CAP on Comprehension	Blackboard: N/A In class: Quiz #2
11 (Nov 4)	Comprehension and Vocabulary (Part 2)	Online Reading: Capin et al. (2024); Griendling et al. (2021) Video: Emergent Bilinguals: Vocabulary Instruction; Academic Vocabulary and Emergent Bilinguals	Blackboard: N/A In class: *Content Review*
12 (Nov 11)	Spelling and Written Expression	Online Reading: Hessler & Konrad (2008); Novelli & Sayeski (2022) Video: SRSD; Providing Research Based Writing Instruction (Podcast)	Blackboard: Instructional Video and Lesson Plan #2 In class: *Content Review*
13 (Nov 18)	Data-Based Individualization	Online Reading: Fuchs et al. (2017); Lemons et al. (2014) Videos/Podcasts: MTS for Reading (Podcast)	Blackboard: N/A In class: *Content Review*
14 (Nov 25)	Intensive Intervention in Reading	Module: Intensive Intervention in Reading	Blackboard: Module Activities (Friday) In class: N/A
15 (Dec 2)	Class Conclusion	Online Readings: TBD Videos/Podcasts: TBD	Blackboard: Instructional Video and Lesson Plan #3 In class: *Content Review*
Final (Dec 9)	FINAL	Online Readings: N/A Videos/Podcasts: N/A	Blackboard: Reading Reflection Paper #2 In class: Quiz #3

*May not always be a "reading" but a video, module, etc.
**Assignments listed as due to blackboard are due Mondays at 11:59 pm. Assignments listed as due in class, must be completed in class.

ASSIGNMENTS AND GRADING

Assignments due to blackboard on Mondays at 11:59 pm (unless otherwise specified).

Syllabus "Quiz" (10 points due August 26 at 8:20 pm)
On the first day of class, students will take a "quiz" on the syllabus and Blackboard page. The quiz will include short response and multiple-choice questions. Students can work on this quiz with classmates, but each student must turn in their own quiz. They will have two attempts to complete the quiz.

Reading Reflection Papers (20 points each)

Paper #1: Language and Literacy History (due Sept 1 at 11:59 pm)
Students will write a 3–5-page (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins) paper describing (a) their personal experiences learning language(s) and literacy (e.g., reading, writing), (b) their family's experiences learning language(s) and literacy, and (c) their interests/worries about teaching language(s) and literacy to students with disabilities.

Literacy Paper #2: Learning Reflection and Future Plans (due Dec 8 at 11:59pm)
Students will write a 3–5-page paper describing (a) what you learned about language and literacy this semester (b) what you learned about teaching students with disabilities this semester, and (c) what your vision is for how you plan on addressing language and literacy as a special educator (or teacher working with students with disabilities) in various classroom contexts and subject areas in the future?

Phoneme Video (15 points due October 6 at 11:59 pm)
Each student will be responsible for recording a video of them reading each phoneme used in English. This is a PROOF OF PRACTICE activity. Each person will have different pronunciations for these phonemes, but the purpose will to be familiar with each one and how they will be applied when you are teaching phonics instruction.

Content Review (110 points; 10 points each due in class each week – *except the quiz weeks*)
For each class, we will do a content review activity. This activity will be split into two parts: reading review and video/podcast review. Students will complete the first part (reading review) at the beginning of each class and the video/podcast review after the daily break. For both parts, students will have time (approximately 5 minutes) to review the questions in relation to the content independently. Then, they will have time (approximately 10 minutes) to review the questions and finalize their responses with a partner. Finally, as a class, we will briefly review each question. This is NOT a quiz, but EVERY student is responsible for submitting their own content review packet for that day. This is intended as a way to reflect on what the students read this week and build connections to the course and the classroom. Students will be able to reference the content and discuss with peers.

Quizzes (50 points each)
Students will take three (3) in-class quizzes throughout the semester (Sept 23, Oct 28; Dec 9). Each will consist of short- answer questions, multiple choice, and/or true/false questions on content from the class materials and readings*. Each short answer response must be written in one or more complete sentences. Students may not plagiarize responses from the text, nor may they copy answers from classmates. Students must paraphrase responses in their own words. Students will be provided a list of study guide questions a week before the quiz. Students will be able to create a study guide to bring to class to reference during the quiz.
*May not always be a "reading" but a video, module, etc.

Instructional Videos and Lesson Plans (40 points each)
Instructional Video and Lesson Plan #1: Phonics (due Oct 13 at 11:59pm)
Using the provided lesson plan materials, develop a comprehensive scripted lesson plan addressing an important the specified phonics skill. The lesson plan script will include appropriate explicit instruction (warm-up, modeling, guided practice, independent practice, closing), communication considerations, and reference the high-quality materials. You will then use the script, materials, and record all components of the lesson. The lesson will be taught with a "student." The "student" will be an adult over 18 OR someone under 18. IF YOU RECORD YOURSELF TEACHING A STUDENT UNDER 18, THEN YOU MUST OBTAIN CONSENT FROM THE PARENT OR GUARDIAN. The video must show the materials and the instructor. The student does not have to be pictured as long as we can hear their responses and see their work.

Instructional Video and Lesson Plan #2: Reading Comprehension (due November 10 at 11:59pm)
Using the provided lesson plan script and materials, you will evaluate your own teaching and develop supplementary activities outline. For the assessments, you will create and complete a pre-assessment and post-assessment for your administration of the lesson. For the supplementary activities outline, you will outline five scaffolds of how you would add supplementary supports students based on different student needs. You will first complete the pre-assessment. Then, using the script and materials, you will record all components of the lesson. The lesson will be

taught with a "student." The "student" will be an adult over 18 OR someone under 18. IF YOU RECORD YOURSELF TEACHING A STUDENT UNDER 18, THEN YOU MUST OBTAIN CONSENT FROM THE PARENT OR GUARDIAN. The video must show the materials and the instructor. The student does not have to be pictured as long as we can hear their responses and see their work. After completing the lesson, you will complete the post-assessment. The final component, the supplementary activities outline can be completed before the lesson or after the lesson.

Instructional Video and Lesson Plan #3: Writing (due December 1 at 11:59pm)
For this lesson plan, you will be provided a lesson plan script that is in need of additional supplementation. You will be responsible for enhancing the script, creating materials, and selecting an appropriate progress monitoring tool to pair with this lesson. Then, using the script and materials, you will record all components of the lesson and progress monitoring. The lesson will be taught with a "student." The "student" will be an adult over 18 OR someone under 18. IF YOU RECORD YOURSELF TEACHING A STUDENT UNDER 18, THEN YOU MUST OBTAIN CONSENT FROM THE PARENT OR GUARDIAN. The video must show the materials and the instructor. The student does not have to be pictured as long as we can hear their responses and see their work.

Intensive Reading Intervention – Activities (15 points due FRIDAY, November 28 at 11:59 pm)
The students will complete the Intensive Intervention in Reading. This is an alternative to meeting in class. Students will complete all module activities (3.1; 3.2; 3.3.; 3.4; 3.5; 3.6; 3.7; 3.8; 3). All activities must be submitted on blackboard.

Attendance, Participation, and Professionalism (70 points; 5 point each class)
Students are expected to attend class regularly. Attendance is mandatory (see course attendance policy). Students are expected to come to class on time and stay for the entire duration. During class, come prepared by completing the readings and actively engage in class discussions and activities. Participation in discussions should reflect on personal beliefs as well as relevant course readings and discussions. During discussion, students are expected to respect others opinions and beliefs. Professionalism includes using technology in class in accordance to class expectations. Laptop computers and tablets should be used for notes and class-related activities only. Phones should not be used throughout the duration of class unless otherwise specified by the professor. The professor reserves the right to allocate attendance, participation, and professionalism points based on the above criteria.

Office Hours Credit (2.5 points each office hours attended)
Students are encouraged to attend office hours when they have questions about course content or assignments. To encourage students to attend office hours, they can earn 2.5 points extra credit for attending office hours. This credit may be helpful if they have missed an in-person class or have questions about content covered during one of the independent learning weeks (i.e., online).

GRADING SCALE

Grade (Percentage)	Points Range
A (90-100)	463-515
B (80-89.99)	412-462.99
C (70-79.99)	360-411.99
D (60-69.99)	309-359.99
F (0-59.99)	0-308.99

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments/Evaluations Submitted on Backboard: Assignments will be due on Mondays at 11:59 pm via Blackboard. Assignments turned in late will be docked 10%.

Assignments/Evaluations in Class: If a student misses an in-class assignment/evaluation, follow the absence policy which aligns with the situation.

Revise-and-Resubmit

Learning is an iterative process; therefore, students will have the opportunity to revise-and-resubmit any assignment or quiz throughout the duration of the course. The revise-and-resubmit will be due two weeks after students receive

their grade for the initial assignment. To complete a revise-and-resubmit students will submit two items: the assignment and the reviewer letter. For the assignment, all comments from the professor must have been addressed from the original submission. For the reviewer letter, the student must use the template reviewer letter. The template reviewer letter includes space to insert the professor feedback and a space for the student to state how they addressed the professors' comments from the originally submitted assignment/quiz. Further guidance on revise-and-resubmits will be provided along with each assignment and evaluation.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to the professor immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that students submit their work with plenty of time to spare in the event of a technical issue with the course website, network, and/or your computer. I also suggest students save all work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, students will have evidence that they completed the work and will not lose credit. If a student experiences difficulties submitting their work through Blackboard, please contact the UTEP Help Desk. Students can email the professor their backup document as a last resort.

TECHNOLOGY REQUIREMENTS

Some course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION:

Here are the ways we can keep the communication channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person, but I can meet on Zoom by request. I will be in my office (see the days and times at the top of this syllabus). If you would like to attend office hours on Zoom instead of in person, just let me know and I can send a Zoom link. I am also available to meet, in person in my office or on Zoom, outside of the office hour times upon request.
- Email: UTEP e-mail and blackboard messages are the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt Monday to Friday. Responses over the weekend may take up to 48 hours. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

ATTENDANCE AND PARTICIPATION

Our class meetings are in-person at UGLC, Room 210, every Tuesday from 5:30 pm to 8:30 pm, beginning August 26 through December 2.

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners.

Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussions with your peers
- Other activities as indicated in the weekly modules

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

It may come up that a student needs to miss class for a personal reason at some point throughout the duration of the semester. There are a series of policies set up to meet student needs. The below policies apply to courses in person or on Zoom. If a student cannot attend an in-person class in person, they can attend on Zoom to gain the information, but it will be counted as an absence for attendance/participation points.

- **First absence:** Students' first absence is marked as excused. Please work to notify the professor before class, if possible, of the absence. If the student is missing an in-class examination or assignment, the student must set up a time to make up the examination or assignment. No reason for the absence needs to be provided.
- **Second (or more) absences**: If a student needs to miss a second class, the student will not earn participation points. The student can set up an appointment to meet with the professor to review missed work. Please work to notify the professor before class, if possible, of the absence. If the student is also missing an in-class examination/assignment for points, the student must also set up a time for making up the examination/assignment. No reason for the absence needs to be provided.
- **Medical emergency:** If a student misses class for a medical emergency, documentation can be provided after the class. If it is the student's first absence, follow "first absence" policy, if it is the students second (third, etc), follow "second absence."
- **Tardy/leaving early**: Two tardies or leaving early add up to one absence. Follow above policies.
- **Excused absence for university-recognized activities:** Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten (10) days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professors. It is the student's responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty.
- **Absence for religious holy days: Religious holy day** means a day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, *Tax Code*. Section 51.911 of the *Texas Education Code* and 19 *Texas Administrative Code* 4.4 related to absences by students for observance of religious holy days states that the institution shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection cannot be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the

absence. The student must provide written notice to the instructor of each course that he or she will be absent for a religious holy day **not less than 10 days prior to the absence.** If a student and professor disagree about the nature of the absence being for the observance of a religious holy day as defined therein, or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the professor can request a ruling from the Provost or the Provost's designee. The student and the professor shall abide by the decision of the Provost or designee.

- **Military Leave:** Section 51.9111, *Texas Education Code*, and 19 Texas Administrative Code 4.9 provides that students be excused from scheduled classes or other required activities if the student is called to and participates in active military service for a reasonably brief period and that the student shall be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact-hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service. Students called to active military service must provide a copy of their military orders to the instructor of each course. Further information is available under *Complete Withdrawal Due to Active Military Service*.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

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 as ones' own. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

Using AI for brainstorming: Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES: Where you can go for assistance

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.