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

COURSE INFORMATION

SPED 5345: Intervention for Students with High Incidence of Disabilities
Term: Fall 2025
Delivery Method: In Person
Meeting Day and Time: Mondays, 5:30 pm – 8:20 pm
Location: Education Building, Room 110

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 5345: Interventions for Students with High-Incidence Disabilities. This course focuses on the role of the special educator in providing services to students with high-incidence disabilities. Incorporates strategies in evidence-based practices, collaborative planning and teaching, and implementation of curricular adaptations.

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.**
    a. *Explain how at least two distinct developmental, academic, social, or functional characteristics of individuals with high support needs can impact their learning levels (§235.131(c)(9); §235.133(c)(9); Domain II:004:C).*
    b. *Identify and briefly describe at least two key components within each of the following domains of the Texas Prekindergarten Guidelines: Emergent Literacy-Writing, Mathematics, Science, and Fine Arts (§235.131(d)(1); §235.133(d); Domain III:005:A).*
    c. *For at least two different subject areas (English language arts/reading, mathematics, science, fine arts) at the Kindergarten-Grade 6 level, identify and state at least one relevant Texas Essential Knowledge and Skills (TEKS) statement (§235.131(d)(2); §235.133(d)(5); Domain III:005:D).*
    d. *Identify and describe at least two specific examples of early numeracy, early literacy, and pre-academic skills as outlined in the TEKS and the Texas Prekindergarten Guidelines (§235.131(d)(3); Domain III:005:A).*
2. **Understand evidence-based practices for mathematics intervention, with a focus on the use of systematic/explicit instruction, precise mathematical language, multiple representations, word-problem instruction, and fluency building activities.**
    a. *Explain how at least two distinct developmental, academic, social, or functional characteristics of individuals with high support needs can impact their learning levels (§235.131(c)(9); §235.133(c)(9); Domain II:004:C).*
    b. *Identify and briefly describe at least two key components within each of the following domains of the Texas Prekindergarten Guidelines: Emergent Literacy-Writing, Mathematics, Science, and Fine Arts (§235.131(d)(1); §235.133(d); Domain III:005:A).*
    c. *For at least two different subject areas (English language arts/reading, mathematics, science, fine arts) at the Kindergarten-Grade 6 level, identify and state at least one relevant Texas Essential Knowledge and Skills (TEKS) statement (§235.131(d)(2); §235.133(d)(5); Domain III:005:D).*
    d. *Identify and describe at least two specific examples of early numeracy, early literacy, and pre-academic skills as outlined in the TEKS and the Texas Prekindergarten Guidelines (§235.131(d)(3); Domain III:005:A).*

3. **Administer and interpret diagnostic, progress monitoring, and formative assessments in literacy and mathematics, using data to identify the strengths and needs of students with disabilities, plan and adjust instruction, and set rigorous, appropriate, and measurable goals.**
    a. *Identify and describe at least three examples of how students served through special education may also have other special population identifiers (e.g., gifted and talented, English learner, at-risk) (§235.131(b)(19); §235.133(b)(24); Domain I:002:C).*
    b. *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 (§235.131(b)(23); §235.133(b)(29); Domain III:006:J).*
    c. *Identify multiple influences on the learning and development of diverse students from birth to early adulthood (§235.131(c)(4); §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 (§235.131(c)(6); §235.133(c)(6); Domain III:005:G).*
    e. *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 (§235.131(c)(10); §235.133(c)(10); Domain II:003:F).*
    f. *Given a student with high support needs not meeting a milestone, identify and justify at least two instructional adaptations to facilitate progress (§235.131(c)(11); §235.133(c)(11); Domain III:006:J).*
    g. *Explain how content-specific knowledge at an appropriate level supports students with exceptionalities in progressing through their individualized programs toward meeting appropriate graduation requirements (§235.131(d)(9); Domain III:005:C).*
    h. *Given a description of individual learner characteristics and a specialized curriculum, describe at least two ways to accommodate, modify, and/or adapt the curricula across different contexts (§235.131(d)(12); §235.133(d)(8); §235.133(d)(10); Domain III:005:G).*
    i. *Given formative and summative assessment data, identify a learning goal, describe one data-driven instructional adaptation, and outline progress monitoring (§235.131(e)(3); §235.133(e)(3); Domain II:003:F).*
    j. *Describe at least two methods for implementing ongoing formative assessment, explain a process for collecting data from one of these methods, and outline a system for keeping records of the collected data (§235.131(e)(4); Domain II:003:D).*
    k. *Describe how to use the results of an assessment to design, adjust, plan, or inform instruction or intervention (§235.131(e)(6); §235.133(e)(6); Domain II:004:B).*
    l. *Given a set of at least three different types of evaluation data for an individual student, accurately analyze and interpret the results, and discuss the implications of these findings for the student's education (§235.131(e)(8); §235.133(e)(8); Domain V:010:A).*
    m. *Describe a process for using data from assessments to make at least two regular and specific adaptations to instruction (§235.131(f)(15); §235.133(f)(15)Domain II:004:B).*
4. **Model explicit instruction related to literacy and mathematics, demonstrating strong content knowledge and communication skills.**
    a. *Develop high quality standards-based lesson plans related to literacy and mathematics, addressing learning outcomes, accommodations and modifications, pre/post and formative assessment, explicit instructional sequences, communication skills, and high-quality materials.*
    b. *Given varied student performance in a content area, describe one instructional modification, one differentiation strategy, and one strategy to facilitate varied access to materials (§235.131(d)(6); Domain III:005:E).*
    c. *Given a student with high support needs in Prekindergarten, 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).*
    d. *Given a description of learning processes and a student profile with individual needs and transition goals, select and describe at least two instructional strategies that align with adolescent learning and support those needs and goals (§235.131(f)(5); §235.133(f)(5); Domain III:006:K).*
    e. *Given a specific content area, strategy, or skill to teach, design a brief sequence of explicit and scaffolded instructional steps (§235.131(f)(6); §235.133(f)(6); Domain III:006:C).*

f. Given a student profile outlining strengths and needs, 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); §235.133(f)(7); Domain III:006:C).

g. 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); §235.133(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 videos, modules, etc.

SCHEDULE

Week	Topic	Readings Due*	Assignments Due**
1 (Aug 25)	Overview of Reading and Math; Systematic and Explicit Instruction	Online Reading: N/A Videos/Podcasts: N/A	Blackboard: N/A In class: Blackboard and Syllabus Quiz Online: N/A
2 (Sept 1)	Labor Day (***No Class***)	Online Readings: (***OPTIONAL!***) Review the National Center for Intensive Intervention resources Videos/Podcasts: N/A	Blackboard: N/A In class: N/A Online: N/A
3 (Sept 8)	Data-Based Individualization and Intensive Intervention	Online Reading: *Choose two of the three* Lemons (2014); Kern & Wehby (2014); Powell & Stecker (2014) Videos/Podcasts: Why Intensive Intervention is Critical; What are Intensive Interventions	Blackboard: Reading Reflection Paper #1 In class: N/A Online: N/A
4 (Sept 15)	Reading Development and Theories	Online Reading: Science of Reading Defining Guide eBook Video/Podcast: The Science of Reading (Podcast)	Blackboard: N/A In class: *Discussion Leader Day* Online: N/A
5 (Sept 22)	Oral Language Skills, Print Awareness, Phonological Awareness, and Letter Knowledge	Online Reading: Gately (2004); Li et al (2024) Video: Play-Based Language Interactions; Sequence Trains; Listening Comprehension	Blackboard: N/A In class: Quiz #1; *Discussion Leader Day* Online: N/A

6 (Sept 29)	Phonics Instruction: Early Phonics, Multi-syllabic Word Reading, Irregular Word Reading,	Online Reading: Sourcebook Ch. 6 (skim); Claravall (2016) Videos/Podcasts: Big 5 in under 5: Phonics; Multi-Syllabic Words *Optional:* Phonics for Students with Complex Needs (Podcast)	Blackboard: N/A In class: *Discussion Leader Day* Online: N/A
7 (Oct 6)	Word and Text-Reading Fluency, Comprehension, and Vocabulary	Online Reading: Didion & Toste (2021); Miller (2016) Video: *Choose four of the eight* Repeated Reading; Echo Reading; Alternated Reading; Partner Reading; Choral Reading; CAP on Comprehension; Emergent Bilinguals: Vocabulary Instruction; Academic Vocabulary and Emergent Bilinguals	Blackboard: N/A In class: *Discussion Leader Day* Online: N/A
8 (Oct 13)	Spelling and Written Expression	Online Reading: Novelli & Sayeski (2022); Hessler & Konrad (2008) Video: Writing Instruction (Podcast); SRSD	Blackboard: N/A In class: *Discussion Leader Day* Online: N/A
9 (Oct 20)	Reading Assessments	Online Reading: The ABCs of CBM (Ch. 4) Videos/Podcasts: Reading CBMs; Reading Diagnostics	Blackboard: N/A In class: *Discussion Leader Day* Online: N/A
10 (Oct 27)	Mathematics Development and Language	Online Reading: Stevens & Mowbray (2024); Hughes et al. (2016) Videos/Podcasts: The Science of Math (Podcast) The Language of Math (Podcast)	Blackboard: N/A In class: Quiz #2; *Discussion Leader Day* Online: N/A
11 (Nov 3)	Multiple Representations	Online Reading: Bouck et al. (2022) Videos/Podcasts: Teaching Math with Multiple Representations	Blackboard: N/A In class: *Discussion Leader Day* Other: *Conference Week*
12 (Nov 10)	Word-Problem Solving	Online Reading: Powell & Fuchs (2018); Arsenault & Powell (2022)	Blackboard: N/A In class: *Discussion Leader Day*

		Videos/Podcasts: Word Problems (Podcast) *Optional:* Word-Problem Solving	Other: *Conference Week*
13 (Nov 17)	Mathematics Fluency and Math Assessments	Online Readings: Morano et al. (2020); Riccomini et al. (2017) Videos/Podcasts: Fact Fluency (Podcast) Optional: Fact Fluency; Computation Fluency	Blackboard: Intensifying Instruction Assignment In class: *Discussion Leader Day* Other: *Conference Week*
14 (Nov 24)	Behavior Interventions	IRIS Module: *Select one of the two* Select Behavior Strategies Elementary or Secondary (based on your placement)	Blackboard: N/A In class: N/A Other: N/A
15 (Dec 1)	Behavior Interventions and Behavior Assessments	Online Readings: Harbour et al. (2021) Videos/Podcasts: Assessing Social Skills (Podcast)	Blackboard: Behavior Module Quiz; Instructional Video and Lesson Plan In class: *Discussion Leader Day* Online: N/A
Finals Week (Dec 8)	Final	Online Readings: N/A Videos/Podcasts: N/A	Blackboard: Reading Reflection Paper #2 In class: Quiz #3 Other: N/A

*May not always be a "reading" but videos, modules, etc.
**Assignments listed as due to blackboard are due Sundays at 11:59 pm. Assignments listed as due in class, must be completed in class. Assignments listed as due in "other," will be scheduled at a convenient time for the student and instructor.

ASSIGNMENTS AND GRADING

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

Syllabus "Quiz" (10 points, Due Monday, August 25 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 Sunday, Sept 7 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), literacy (e.g., reading, writing), and mathematics; (b) their family's experiences learning language(s), literacy, and math; and (c) their interests/worries about teaching language(s), literacy, and math to students with disabilities.

Literacy Paper #2: Learning Reflection and Future Plans (Due Sunday, Dec 7 at 11:59pm)
Students will write a 3–5-page paper describing (a) what you learned about language, literacy, and math 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, literacy, and math as a special educator (or in another position working with students with disabilities) in various classroom contexts and subject areas in the future?

Conference (15 points)
Each student will set up a time to meet with the instructor on zoom once throughout the semester. The meeting will happen during a scheduled time during Weeks 11, 12, or 13. The meeting will be scheduled for 15 minutes. The topic of conversation will be flexible with a focus on course content, assignments, and grades.

Discussion Leader (15 points)
Each student will lead a discussion from one of the weekly readings with the class. Students will be a discussion leader one-time throughout the semester. A sign-up sheet will be posted after the first day of class. The possible days a discussion will be led by a student in the class have been listed in the above schedule. Students will be responsible for creating two to three discussion questions to discuss with the class. Discussion questions must be submitted by Sunday at 11:59 pm the week the student will be the discussion leader. In class, the student is responsible for asking the discussion questions as well as follow-up questions and discussion points to guide the group discussion. In class time provided for each discussion leader will be approximately 10-15 minutes.

IRIS Module Reflection (10 points; Due Sunday, November 30 at 11:59 pm)
The students will complete one of two IRIS modules on behavior. Select Behavior Strategies Elementary or Secondary (based on your placement). This is an alternative to meeting in class. To earn class participation points (see Attendance, Participation, and Professionalism), students must provide evidence of completing the module by completing the module quiz.

Intensifying Instruction Assignment (70 points)
Case Study (30 points, Due Nov 16 at 11:59 pm)
In this assignment students will demonstrate their understanding for the course content and apply their knowledge to a scenario that they may encounter as an educator. Students will select ONE case study from the options provided by the professor. **OR for 10 points extra credit, students will select ONE case study from a student they currently support.** If you use student data, you must obtain parental consent. Utilizing the content learned throughout the course, students will write a 4–5-page (APA Style- double spaced, 12 pt., Times New Roman, 1-inch margins) report that includes the following: (1) Brief summary of the case: The case summary should include all relevant factors of the case study, organized and clearly stated (1 paragraph). (2) Potential Issues: Discuss at least TWO potential issues within the case. Issues should be specific and relevant to the case study. Each issue should include explanation (1–2 pages). (3) Taxonomy of Intensification: Discuss at least TWO dimensions of the taxonomy of intensification that you will focus on. Select the dimension from "The Taxonomy of Intervention Intensity" (Fuchs et al., 2017) article. Dimensions of intensification should be specific and relevant to the case study and instructional strategies the student has selected. Dimensions of intensification should include explanation (½ -1 page). (4) Instructional Strategies: Discuss at least TWO evidence-based instructional strategies for the student within the case. Instructional strategies should be culturally and academically appropriate to the case and evidence based. Strategies should be clearly described and detailed explanations of why these strategies were chosen and should be provided.

Instructional Video and Lesson Plan: Reading or Math (40 points, Due Nov 10 at 11:59pm)
Using the provided lesson plan template, develop a comprehensive lesson plan addressing an important learning objective appropriate for the student in the case study. In class, students will identify a standard and learning objective with the instructor's guidance. Then, students will develop/describe appropriate explicit instruction (warm-up, modeling, guided practice, independent practice, closing), communication considerations, and high-quality materials. In the lesson plan, you must describe what would typically be done for this student (before case study) and how this is different based on the case study. You will script, develop materials, and record the whole lesson component of the lesson. This lesson plan will be taught **with or without a student (5 points extra credit with a student)**. The recording should be directed towards the teacher (not the student), if the student is pictured, you must obtain parental consent.

Quizzes (50 points each)
Students will take three in-class quizzes throughout the semester (Sept 22, Oct 27, Dec 8). Each will consist of short answer questions, multiple choice, and/or true/false questions on material 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 with 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 videos, modules, etc.

Attendance, Participation, and Professionalism (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 personal beliefs as well as relevant course readings and discussions. During discussion, students are expected to respect the opinions and beliefs of others. Professionalism includes using technology in class in accordance to the 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 questions about content covered during one of the independent learning weeks (i.e., online).

GRADING SCALE

Grade (Percentage)	Points Range
A (90-100)	337-375
B (80-89.99)	300-336.99
C (70-79.99)	262-299.99
D (60-69.99)	225-261.99
F (0-59.99)	0-224.99

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments/Evaluations Submitted on Backboard: Assignments will be due on Sundays 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 me 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, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. 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. 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 and Blackboard Message: UTEP e-mail and Blackboard messages are the best way to contact me. I will make every attempt to respond to your e-mail or message within 24 hours of receipt during the weekdays. On the weekend, I will also work to respond as quickly as possible, but a slight delay may occur. 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 Education Building, Room 110, every Monday from 5:30 pm to 8:20 pm, beginning August 25 through December 8.

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 (see below policies).

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-hour advance notice via email.

It may come up that a student needs to miss class for a person 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 they cannot earn attendance/participation points. It will be recorded as an excused absence because the in-class participation standards will not be able to be met.

- **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, the student must set up a time to make up the examination. No reason for the absence needs to be provided.
- **Second absence**: If a student needs to miss a second class, the student must 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. The appointment must be set up prior to the missed class or within a week after the missed class to make up attendance/participation points. If the student is also missing an in-class examination/activity for points, the student must also set up a time for making up the examination/activity. Setting up the appointment to make up participation points is the responsibility of the student. 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:

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.