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

COURSE INFORMATION

SPED 4330: Assessment for Individualized Instruction for Students with Disabilities
Term: Spring 2026
Delivery Method: In Person
Meeting Day and Time: Tuesdays, 5:30 to 8:20 pm
Location: College of Business Admin, 304

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

COURSE DESCRIPTION

SPED 4330: Assessment for Individualized Instruction for Students with Disabilities. This course focuses on the foundations of formal and informal assessment techniques for students in need of intensive interventions within a multi-tiered systems of support (MTSS) framework. Emphasizes data-based decision making, response to intervention (RTI), and the development of specialized instruction for individualized education programs (IEPs). Specific field experience may be required.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES

By the end of the course, students will be able to:		
	Identify, develop, and evaluate different types of assessment strategies and approaches.	
		Identify and describe at least three different forms of assessment, explain the primary purpose of each, and provide one example of how each can inform IEP development or instructional planning.
		Describe a process for assessing students' learning, behavior, and the classroom environment to inform the evaluation and support of classroom and school-based problem-solving systems of intervention and instruction.
		Describe a scenario requiring collaboration with a professional with additional expertise (e.g., ESL specialist, speech pathologist) to ensure an appropriate and valid assessment process, and explain the specific contributions of that professional.
	Use assessment tools for IEP, learning, and instructional decision making.	
		List and explain at least five key components required in an Individualized Education Program (IEP) according to federal and state law.
		Describe at least three specific legal responsibilities of all school staff in ensuring the full implementation of a student's IEP.
		Describe at least four specific roles and responsibilities of a special education teacher in creating and implementing the IEP with fidelity, including monitoring, data collection, and reporting student progress on IEP goals.
		Write one measurable academic and one functional goal, describe present levels, and identify two academic and two behavioral accommodations with justifications for a given student's assessment results.
		Given classroom, state, and district assessment data, explain a student's progress on IEP goals and grade-level standards in plain language suitable for an ARD committee member.
		Given a student with high support needs not meeting a milestone, identify and justify at least two instructional adaptations to facilitate progress.

		Given a student profile, develop at least one individualized goal is aligned with the appropriate grade-level TEKS and the Texas Prekindergarten Guidelines.
		Design at least two appropriate learning accommodations and two performance modifications for a given student.
		Given formative and summative assessment data, identify a learning goal, describe one data-driven instructional adaptation, and outline progress monitoring.
		Given results from at least two different assessments, determine if a student is making adequate progress toward measurable outcomes and justify the conclusion with specific data.
		Describe how to use the results of an assessment to design, adjust, plan, or inform instruction or intervention.
		Given a student profile and assessment data, identify and recommend at least two appropriate accommodations or modifications for classroom, behavior, state, or district testing.
	Explain the role of assessment in special education identification and programming.	
		Identify and describe at least three major pieces of state or federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) and explain one significant way each has impacted the knowledge and/or practice of educating individuals with high support needs.
		List and define at least five of the eligibility categories under the Individuals with Disabilities Education Act (IDEA) of 2004.
		Describe four SPED teacher ARD preparation responsibilities (data collection, interpretation, visualization).
		List and describe the primary role and one responsibility for four ARD committee members.
		List and briefly describe at least five required components of a typical ARD committee meeting agenda.
		Outline a plan to prepare and support a student in leading an ARD committee discussion about their IEP goals, grade-level progress, accommodations, transition needs, and other relevant supports.
		Describe at least two specific strategies to advocate for parent and student participation in IEP development, ARD meetings, and transition planning.
	Administer, score, and interpret the results of formative assessments.	
		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.
		Accurately interpret the results of at least two different forms of assessments, including state assessments and district benchmark assessments.
		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.
		Given a case study including measures of a student's functioning and educational, needs, interpret the provided evaluation data to summarize the student's strengths and areas needing support across these domains.
		Demonstrate the ability to administer a chosen screening instrument and a chosen diagnostic assessment (in reading, mathematics, or behavior) according to provided guidelines, and accurately interpret the results to identify at least three specific pieces of baseline data.
		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.

READING MATERIALS

Required Textbook:

Hosp, M. K., Hosp, J. L., & Howell, K. W. (2016). *The ABCs of CBM: A practical guide to curriculum-based measurement* (2nd ed.). The Guilford Press.

All reading will be from the textbook or online readings provided through Blackboard.

SCHEDULE

Week	Topic	Readings Due*	Assignments Due**

1, Jan 20	-Introduction to IDEA -Law and Ethics	Textbook Reading: N/A Online Reading: N/A	-Syllabus Quiz (in class) -In Class Warm-Up (in class)
2, Jan 27	-Multi-Tiered System of Support	Textbook Reading: N/A Online Reading: -Multi-Level Prevention System (Link) -Weingarten et al. (2020)	-In Class Warm-Up (in class)
3, Feb 3	-IEPs and Assessments	Textbook Reading: N/A Online Readings: -Zirkel (2019) -Losinski et al. (2015)	-Content and Reading Check (online, 2/9)
4, Feb 10	-Data-Based Individualization	Textbook Reading: N/A Online Reading: Choose two of the three -Lemons (2014) -Kern & Wehby (2014) -Powell & Stecker (2014)	-In Class Warm-Up (in class)
5, Feb 17	-Formative and Summative Assessments -Reliability and Validity -Assessing Multi-Lingual Populations	Textbook Reading: N/A Online Reading: -Kea et al. (2025)	-Student Consent Form (online, 2/16--Extra Credit) -In Class Warm-Up (in class)
6, Feb 24	-Diagnostic Assessments -Progress Monitoring	Textbook Reading: N/A Online Reading: -Stecker (2007) -Etscheidt (2006)	-Student Profile (online, 2/23) - In Class Warm-Up (in class)
7, Mar 3	-Midterm	Textbook Reading: N/A Online Reading: N/A	-Midterm (in class)
8, Mar 10	-Curriculum-Based Measurements	Textbook Reading: -Ch. 1 & 2 Online Reading: N/A	-Content and Reading Check (online, 2/16)
Spring Break, Mar 17	***No Class***	***No Readings***	***No Assignments***
9, Mar 24	-Diagnostic Assessments for Reading	Textbook Reading: -Ch. 3 & 4	-In Class Warm-Up (in class)

	-Curriculum-Based Measurements for Reading	Online Reading: N/A	
10, Mar 31	-Diagnostic Assessments for Writing -Curriculum-Based Measurements for Writing	Textbook Reading: Ch. 5 & 6 Online Reading: N/A	-Student Reading Data (online, 3/30) -In Class Warm-Up (in class)
11, Apr 7	-Diagnostic Assessments for Math -Curriculum-Based Measurements for Math	Textbook Reading: -Ch. 7 & 8 Other Reading: N/A	-Student Writing Data (online, 4/6) -In Class Warm-Up (in class)
12, Apr 14	-Assessing Behavior and Mental Health -Functional Behavior Assessments (FBA)	Textbook Reading: N/A Online Reading: -Etscheidt et al. (2023) -Bruhn et al. (2018)	-Student Math Data (online, 3/13) -Content and Reading Check (online, 3/20)
13, Apr 21	-Curriculum-Based Measurements for Content Areas -Charting and Graphing Data	Textbook Reading: -Ch. 9 & 10 Online Reading: N/A	-Student Behavior Data (online, 4/20) -In Class Warm-Up (in class)
14, Apr 28	-ARD Conferences and Writing IEPs	Textbook Reading: -Ch. 11 Online Reading: -Diliberto & Brewer (2014) -Goran et al. (2020)	-In Class Warm-Up (in class)
15, May 5	-Collaborating with Diagnosticians, General Education Teachers, Parents, etc.	Textbook Reading: N/A Online Reading: -Quinn & Machalicek (2024) -Francis et al. (2023)	-Draft IEP Report (online, 5/4) -In Class Warm-Up (in class)
Final, May 12	***-Final Exam***	Textbook Reading: N/A Online Readings: N/A	-Final IEP Report (online, 5/15) -Final Exam (in class)

*Readings due before class on the assigned week
**Assignments due to Blackboard are due Mondays at 11:59 pm. Assignments listed as due in class, must be completed in class on Tuesdays and any needed content should be submitted by the end of class at 8:20 pm.

ASSIGNMENTS AND GRADING

Assignments due to Blackboard on Mondays at 11:59 pm or in class Tuesdays at 8:20 pm (unless otherwise specified).

Syllabus Quiz (10 points)
In Class, **Due Tuesday, January 20**

On the first day of class, students will take a quiz on the syllabus and Blackboard page. The quiz will include multiple choice questions. Students can work on this quiz with classmates, but each student must turn in their own quiz. They can take two attempts to complete the quiz.

In Class Warm-Ups (30 points; 5 points each)
Due Each In Class Session—*except the midterm and finals week*
At the beginning of each in class sessions, students will complete an "In Class Warm-Up." This warm-up will include 2-3 short response questions, typically focused on the weekly readings. This is NOT a quiz, but 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 article(s) and, when specified, discuss with peers.

Content and Reading Checks, Online Weeks (15 points each)
Due End of Week (Mondays before the next class) at 11:59 pm
Each week, students will be responsible for working through the course module content. This will typically include the course readings, a lecture video, and other supplementary materials. Through the independent work modules, students will respond to 15 points worth of multiple choice and short response questions. This is NOT a quiz, but a way to reflect on what the student learned throughout the module. Students will have two attempts to complete these questions. Students are recommended to use the materials as they work through the questions.

Data-Collection and IEP Assignment (95 points)
EXTRA CREDIT: Student Consent Form, **Due Monday, February 15** (5 points extra credit)
Select a student you work with who is experiencing difficulty in reading, writing, math, and/or behavior. If you do not work with students, you can make up a pseudo-student for this assignment (Dr. Arsenault can support you in creating this student). Request consent for testing this student from the parent. Send this form home by the end of Week 3. It can take several requests to obtain consent. Strategies for obtaining consent will be provided in the Week 1 materials.

Student Profile, **Due Monday, February 23** (10 points)
Write 250 words (minimum) describing the student you have obtained for to complete the data-collection and IEP assignment. This should include student (or pseudo-student) interests, student strengths, and student needs. Strengths and needs must be address in school academic and behavior strengths and needs, but they can also include other strengths and needs. Information can be obtained informally, such as through your observations from working with this student, conversations with the student, and conversations with the students' teacher(s).

Student Data Collection (45 points)
The student data collection assignment is adaptable based on your student (or pseudo-student). If you have a real student, you can complete this with the real student and be recorded. If you have a pseudo-student, this must be completed in class at the designated time. You must test your student on three out of four of the data categories: reading, writing, math, and behavior. You will be required to decide and submit this information before the assignments are completed. If you do not follow the pre-decided data types, you will get a zero for each inconsistent data type (i.e., if you said you would submit reading, writing, and math but you change to reading, writing, and behavior, you will get a zero for math and behavior). If you do not record or complete in class, you will get a zero on the data submission.

*Student Reading Data, **Due Monday, March 30** (15 points)*
For this assignment, you will progress monitor your student (or pseudo-student)using one reading progress monitoring measure. For the one reading progress monitoring measure, you must complete three versions of the measure. This means the student completes three different versions of the same measure. Then you must hand-score the measures and score the measures. Submitted materials should include an image of the hand-scored measure and a video of the recorded session. The reading progress monitoring measure must be selected from a measure discussed in our course. If you would like to use a different measure, you must receive permission from the course instructor before you administer the measure.

*Student Writing/Spelling Data, **Due Monday, April 6** (15 points)*

For this assignment, you will progress monitor your student (or pseudo-student) using one writing/spelling progress monitoring measure. For the one writing/spelling progress monitoring measure, you must complete three versions of the measure. This means the student completes three different versions of the same measure. Then you must hand-score the measures and score the measures. Submitted materials should include an image of the hand-scored measure and a video of the recorded session. The writing/spelling progress monitoring measure must be selected from a measure discussed in our course. If you would like to use a different measure, you must receive permission from the course instructor before you administer the measure.

Student Math Data, ***Due Monday, April 13*** *(15 points)*
For this assignment, you will progress monitor your student using one math progress monitoring measure. For the one math progress monitoring measure, you must complete three versions of the measure. This means the student completes three different versions of the same measure. Then you must hand-score the measures and score the measures. Submitted materials should include an image of the hand-scored measure and a video of the recorded session. The math progress monitoring measure must be selected from a measure discussed in our course. If you would like to use a different measure, you must receive permission from the course instructor before you administer the measure.

Student Behavior Data, ***Due Sunday of Week 13*** *(15 points)*
For this assignment, you will progress monitor your student using one behavior progress monitoring measure. You can only choose behavior data if you have a real student in school. It is difficult to measure the "pseudo-student" for behavior data in the conditions of this course. For the one behavior progress monitoring measure, you must complete three versions of the measure. This means the student completes three different versions of the same measure. Then you must hand-score the measures and score the measures. Submitted materials should include an image of the hand-scored measure and a video of the recorded session. The behavior progress monitoring measure must be selected from a measure discussed in our course. If you would like to use a different measure, you must receive permission from the course instructor before you administer the measure.

Draft IEP Report, **Due Monday, May 4** (10 points)
For this assignment, you will use the information from the student profile and the student data collection assignments to create a first draft of an IEP for the selected student. All components of the IEP must be completed but they do not have to be completed completely accurately. Additionally, you can include questions for the instructor in this draft. Points will be provided based on completion of this task, not accuracy.

Final IEP Report, **Due Friday, May 15** (30 points)
For this assignment, you will revise the draft IEP based on the instructor's feedback. All sections of the IEP must be completed. It is especially important that the goals, accommodations, modifications, and other IEP plan components reflect the needs listed in the present levels.

Field Experience Form, **Due Tuesday, May 5** (0 points)
The Data Collection and IEP Assignment can earn you credit for field experience. If you work with a student in a school, have the teacher of the student fill out the form for you. If you are using a pseudo-student, I will fill out the form. If you decide to earn field experience, you must complete a 500 word reflection on the experience.

ARD Meeting (20 points)
In Class, **Due April 28**
Students will work in groups of 3 to run an ARD meeting. Students will be provided a fake IEP (present levels, goals, accommodations, etc.) at the beginning of class. Then, students will assign roles to complete ARD meeting (parent, classroom teacher, special education teacher, other specialist if applicable). The students will review the entire IEP, filling the roles of the different individuals (each role will have a list of potential prompts to support the meeting). After the meeting, the students will make any revisions based on conversations from the meeting and submit the updated IEP. The updated IEP must have changes made

based on the ARD meeting. The students must submit the IEP with **meeting notes**. The notes can be made based on student choice (AI notes, zoom recorded transcript, participant taking notes).

Exams (75 points each)
In Class, Due Week 7 (Mar 3) and Finals Week (May 12)
Students will take two in person exams throughout the semester. 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, use Artificial Intelligence, or nor may they copy answers from classmates. Students may use a one page (Front and back) "cheat sheet" for the exam.

Attendance, Participation, and Professionalism (60 points; 5 point each in-person 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 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 questions about content covered during one of the independent learning weeks (i.e., online).

GRADING SCALE

Grade (Percentage)	Points Range
A (90-100)	369-410
B (80-89.99)	328-368.99
C (70-79.99)	229-327.99
D (60-69.99)	246-228.99
F (0-59.99)	0-245.99

DEADLINES, LATE WORK, AND ABSENCE POLICY

Assignments/Evaluations Submitted on Backboard: Assignments will be due on Mondays at 11:59 pm via Blackboard or Tuesdays at 8:20 pm for in class assignments. Assignments turned in late will be docked 10%.

Revise-and-Resubmit
Learning is an iterative process; therefore, students will have the opportunity to revise-and-resubmit any assignment or exam 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 one item including the following information: the revised content with the citation as to where in the class materials the information was found. For the revised content, all comments from the professor must have been addressed from the original submission. For the citation, the student must reference exactly what class content was used to inform their updated response (i.e., Class Slides Week 8, Slide #34). 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

The 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). I am also available to meet in person in my office or on Zoom outside of the office hour times upon request.
- Email: UTEP blackboard message or email are the best ways to contact me. I will make every attempt to respond to your message/e-mail within 24 hours of receipt. 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 College of Business Admin, 304, Tuesdays from 5:30 pm to 8:20 pm, beginning January 20 through May 12.

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

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 personal reason at some point throughout the duration of the semester. There are a series of policies set up to meet student needs. The policies below apply to courses in person. If a student cannot attend an in-person class in person, they can request to attend on zoom, but they cannot earn attendance/participation points. It will be recorded as an 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 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 (or more) 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*.

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).

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.