

**General Syllabus
Course Description/Expectations
& Tentative Schedule
UTL 640E – Spring 2014**

Instructor	Julia Haug	E-mail	jhaug@austin.utexas.edu
Seminar	M/W	Phone	(512) 471-9216
Seminar Time	2:00-5:00pm	Office	1.308 Gebauer
Location	JES A303A	Office Hrs	M/W 12:30-1:30pm Th 3-4:30pm (& by appt)

Observers Pat Conquest pconquest@suddenlink.net
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Prerequisites

- A grade of A, A-, B+ or B in UTL 101 and UTL202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS office programs – MAC or other

Required Texts:

- *The English Teacher's Companion*, 4th ed. by Jim Burke
ISBN-13: 978-0-325-02840-8 (\$40.95 on Amazon.com)
- *Teaching English By Design* by Peter Smagorinsky
ISBN-13: 978-0-325-00980-3 (\$27.95 on Amazon.com)

Consider purchasing one of the following titles for your professional library, as well:

- *Deeper Reading* by Kelly Gallagher
ISBN-13: 978-1571103840 (\$19.98 on Amazon.com)
- *Readicide* by Kelly Gallagher
ISBN-13: 978-1571107800 (\$16.04 on Amazon.com)
- *Notice and Note: Strategies for Close Reading* by Kyleene Beers and Robert E. Probst
ISBN-13: 978-0325046938 (\$27.03 on Amazon.com)
- *Seeking Diversity* by Linda Rief
ISBN-13: 978-0435085988 (\$31.80 on Amazon.com)
- *When Kids Can't Read: What Teachers Can Do* by Kyleene Beers
ISBN-13: 978-0867095197 (\$35.94 on Amazon.com)
- *With Rigor for All* by Carol Jago
1st edition – ISBN-13: 978-1893056060 (new from \$9.40 on Amazon.com)
2nd edition – ISBN-13: 978-0325042107 (\$24.05 on Amazon.com)

Course Description: UTL 640 will provide students with early field experience and an in-depth study of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a six-hour course on the UT campus as well as complete the field experience. Students will attend **thirty-six** observation hours as well as teach **nine** lessons (three may be repeated) to the students they are observing. The classes are selected both for the diversity of the student body and the quality of the classroom teacher who serves as a mentor. The mentor teachers will work with the UTeach students to improve their teaching abilities as the semester progresses. The mentor teacher will remain in the classroom at all times and will provide immediate feedback on the quality of the UTeach student's instruction.

Course Objectives:

Students will

- implement instructional strategies that meet the needs of a diverse student population.
- address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills.
- design and deliver interactive lessons.
- prepare and implement learner-centered instructional activities.
- focus on time-on-task issues during instruction.
- construct and implement a successful classroom management strategy appropriate for high school students.
- maintain a portfolio documenting the UTL 640 field and seminar experience.
- apply state and national standards when designing lessons.
- analyze their own personality and learning style as it relates to teaching.
- serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.
- design and teach lesson plans appropriate for the subject area observed.
- demonstrate how and when to assess student performance.
- become reflective practitioners using course material and reflections to improve over time.
- begin to prepare for state certification exams, professional development opportunities, and appraisal systems.
- utilize technology to communicate, collaborate, investigate, and instruct.

Field Experience:

- **45** hours: You are responsible for observation/participation and teaching nine lessons totaling **45** hours. Specific guidelines for the fieldwork and evaluations of your work will be provided. An assessment by your mentor teacher will be turned in after each lesson and both a mid-term and final evaluation will be completed by the mentor at the end of the semester, as well as a midterm conference with me about your progress.
 - Observations & Reader Responses: Students will
 - keep anecdotal notes from classroom observations and apply to the assigned readings;
 - produce written responses to readings and observations, including reflections concerning the pedagogical issues raised during the observations; and
 - participate in class discussions concerning the observations and the various strategies and rationales learned from your reading and used by the mentor teacher, as well as alternative options to these situations.
 - Lessons: Students will
 - design and implement **6-9** lesson plans based on the TEKS, STAAR, and TExES domains and criteria (you may teach 3 lesson plans twice);

- reflect your textual knowledge through lesson planning, resource selection, and creation of materials;
- submit plans both to me and the CT **48 hours** in advance **excluding** weekends;
- receive evaluative, constructive, and specific feedback from the mentor teacher over each of the lessons as well as an overall evaluation for the complete participation in the field experience;
- participate in class discussions concerning the students' own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event; and
- record and submit one DVD of your unedited teaching of a single lesson (equipment can be checked out from LAITS).

Notes of Clarification re: Lessons

- Administration of a test is NOT a “teach.”
- Meaningful incorporation of technology into your classroom is expected. A minimum of **two** of your lessons must use PowerPoint or Prezi to deliver instruction and at least **one** lesson must incorporate an audio/video clip appropriate to the grade level and curricular material.
- You must record and submit the rough copy of one of your lessons on DVD between 3/03 and 4/16.

Protocols:

- Check in at the front office of the school each day you are there. For security reasons most schools require that you pick up a guest pass before walking through the school. Introduce yourself to the receptionist and to the principal if you see him or her. Learn their names!
- Sign-in and out with your mentor teacher **every** time you are there.
- Reflections are due after teaching lessons 3 and 6 and at the end of the teaching experience (for a total of 3). A reflection *thoroughly* describes your experience in the classroom during those series of lessons. Please email your first and second reflection within **72** hours of your third and sixth lessons, respectively. *If for any reason you will not be able to meet this 72-hour guideline, email immediately to explain why you cannot do so and provide the projected date/time for submitting your reflection.*
- Email reflections and other assignments to your instructor as required. Keep a hard copy for yourself.
- Lesson plans must be received at least **48** hours in advance for review and approval (excluding weekends). Therefore, if you plan to teach on Monday morning at 9:05, your LP should arrive to me by or before Thursday morning by 9:05. *Please remember, I have many lesson plans to approve, so you must adhere to this policy.*
- You must be evaluated by a UTEACH field observer two times to get credit in this course.
- Be sure to email your lesson plan to your observer the day before your observation and have a hardcopy available for her use on your observation day.
- Dress appropriately and professionally when going to schools. Follow the school's dress code for teachers. Avoid t-shirts with messages that could be offensive in a high school environment. Don't wear shorts, hats, or inappropriate footwear (i.e. flip-flops). Avoid clothing with political messages. You are teaching teenagers who are very aware of dress.
- **Professional behavior** is a must! Be on time and prepared. If you are unable to go to your school, follow the procedure listed below for emergencies. *Re-schedule within one week.* If you are unable to attend the class, email the instructor beforehand. Your mentor, your students, and your instructor are counting on you!
- **Immediately report any problems to me.**
- **Copy me on ALL correspondence between you and your CT.**

IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR MENTOR AND YOUR INSTRUCTOR AS SOON AS YOU KNOW. Do not miss your teaching assignment due to a transportation problem. *Be sure to reschedule and complete the missed activity within one week. Your students, mentor, and instructor are counting on you. Failure to make up an absence will result in a loss of 5 points off of your final grade.*

Course Expectations:

- UTL 640 is a much more time demanding course than 101 and 202, so time management will be very important.
- Regular class attendance is important for success. *5 points will be deducted from your final average for each absence after the first one.*
- Be prepared for class each day we meet. Be on time!
- Turn in assignments on time. It is important that assignments be completed on time. This is an issue of professionalism and should be treated seriously. Assignments will be taken as late as 48 hours and will incur a 20% penalty. *After 48 hours, no late work will be accepted.* Check Blackboard for your grades any time you wish.
- What are Reader Responses? Periodically, you will prepare written responses to the assigned readings within the required texts. In this response, each student should focus on analyzing the implications of, speaking to the importance of, and/or raising questions about one or two self-selected passages from within the assigned pages. Students' findings and reactions documented in these responses will be discussed in Socratic Seminars during the semester.
- What is a Reflection? This is a 2.5- to 3-page essay about what you did while you were teaching the three lessons and should reflect your growing knowledge of your craft. It is to be concerned with your personal growth and is a thorough self-review of perceived strengths and weaknesses of both performance and lessons. You will write three reflections this semester: one each after lessons 3 & 6 in which you will discuss your continued improvement and challenges, and then a final one over the entire semester's experience. *The 3rd one will not be submitted via email but will be placed in your portfolio at the end of the semester.
- The accurate use of academic English is imperative in both speech and writing. *You are going to be an English teacher!* Please talk to me about any error I mark on your papers or emails if you are unsure of the error.
- Technology is of increasing importance to you as a student and teacher. You have been developing computer skills in the previous UTL courses. These competencies include
 - communications via email, including attachments,
 - word-processing, and
 - searching web sites for new materials, educational resources, and school information.In addition to the previously listed skills, you may now
 - create interactive multimedia lessons,
 - present multimedia lessons to small or large groups of public school students,
 - explore sample subject-specific educational software packages, and
 - design a web page or blog.

Grading System:

- Field Experience (Attendance to school, Cooperation with mentor and students, Lesson Plans, Observations, Required Reflections over Lessons and Observations, Anecdotal records, and TExES-based observation questions). *Fitness to teach is 20% of this grade. 50%
 - Seminar (Attendance in seminar; Reading and Writing Assignments, including reader responses; Technology Assignments; Presentations; Participation) 30%
 - Unit Map Project 10%
 - Portfolio 10%
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- 100%

Listed below are *scheduled* class plans; these dates are subject to change. *Please check Blackboard for changes since it is sometimes difficult to stay on schedule!*

Date	Seminar Topic	TO DO / Homework
<i>Week 1</i> 1/13 (M)	Overall Introduction --Expectations and requirements: observations, reflections, reader responses, technology assignments, time management, pacing, performance criteria Initiate crucial conversations: “What does effective instruction in an English/Language Arts classroom look like?” “What is the role of an English teacher today?”	⇒ Purchase req'd texts: <i>The English Teacher's Companion, 4th ed.</i> by Burke and <i>Teaching English By Design</i> by Smagorinsky. ⇒ Reading Assignment 1: Burke's Introduction and Chapters 1 & 2, “What We Teach” and “Who We Teach” DUE on 1/22 (<i>approx 40 pgs</i>)
1/15 (W)	“Why must the English classroom be a place of trust?” Discuss the need to establish trust in a writing classroom. Introduce student interest inventories, reading & writing profiles, Proust Questionnaire, your “Ideal Bookshelf,” and OPs, including student models. <i>The Four Agreements: How They Apply to Professionals</i> Complete Criminal Background Checks— Bring Laptops	⇒ Reading Assignment 1 due next class. ⇒ Optional: OPs are welcome in class on 1/27.
<i>Week 2</i> 1/20 (M)	HOLIDAY	

<p>1/22 (W)</p>	<p>“What Happens When I Am Observed?” Observers Pat Conquest, Sara Gaetjens, Beth Priem, Jennifer Troy & Kathryn Wahlers will address field observations --Q & A</p> <p>Briefly discuss Reading Assignment (RA) #1, “What We Teach” and “Who We Teach.”</p> <p>“What will I be expected to know when I take my certification tests?” (Part I): Review standards for ELA educators. “What are the TEKS and how do they shape my curriculum?” Review TEKS for English Language Arts—Bring laptops</p>	<p>⇒ Introduction letter to CT due by 9:00am on Monday the 27th (copy me on email)</p> <p>⇒ Technology Activity #1—Researching Your Assigned School—DUE in class on 1/29</p> <p>⇒ Reading Assignment 2: Smagorinsky’s Foreward, Preface, and Chapter 1, “Students’ Ways of Knowing” DUE next class (<i>approx 25 pgs</i>)</p>
<p><i>Week 3</i></p> <p>1/27 (M)</p>	<p>Briefly discuss RA #2, “Students’ Ways of Knowing.”</p> <p>Creating student-centered classrooms: “What are the Principles of Learning, and what do they have to do with my classroom?” Review POL. Multiple Intelligences revisited—Why do learning styles matter?</p> <p><i>Optional:</i> OPs may be shared in class.</p>	<p>⇒ Technology Activity #1 DUE next class.</p>
<p>1/29 (W)</p>	<p>Discuss points of intrigue/concern re: Technology Activity #1.</p> <p>Great Lesson Plans Matter: --Designing lesson plans and constructing effective objectives (<i>review the 3-part objective</i>) --Three formats used by a couple of local school districts & important elements of lesson design evident in all three</p>	<p>⇒ Reading Assignment 3: Burke’s Chapter 3, “How to Teach” DUE next class (<i>approx 25 pgs</i>)</p>
<p><i>Week 4</i></p> <p>2/03 (M)</p>	<p>Discuss RA #3, “How to Teach.”</p> <p>Backward Design: Purposeful planning of assignments that scaffold learning and lead to success</p> <p>Inquiry-based Teaching—Crucial Habits of Mind</p> <p>“What will I be expected to know when I take my certification tests?” (Part II): Review the PPR certification exam domains.</p>	<p>⇒ Reading Assignment 4: Burke’s Chapter 5, “Teaching Reading”, pp. 136-142 & 152-202 DUE 2/10 (<i>approx 55 pgs</i>)</p> <p>⇒ Reader Response #1 over any material from reading assignments 1-3 (<i>due in class 2/26</i>)</p> <p>⇒ Technology Assignment #2—Teacher Webpage—DUE by midnight on 2/16 (send URL via email)</p>
<p>2/05 (W)</p>	<p>Practice PPR exam questions (set 1) Test-taking strategies</p> <p>Curriculum Design Approach 1: Concept-based instruction Enduring understandings (<i>generalizations</i>) and essential questions—define & discuss; model & practice</p>	<p>⇒ Reading Assignment 4 due next class.</p>

<p><i>Week 5</i></p> <p>2/10 (M)</p>	<p>Briefly discuss RA #4, "Teaching Reading."</p> <p>Enduring understandings and essential questions—model & practice (<i>cont'</i>.)</p> <p>Inquiry Demonstration: In-class "Think Tanks"</p> <p>"What will I be expected to know when I take my certification tests?" (Part III): Review the ELAR certification exam domains.</p>	<p>⇒ Technology Assignment #2 will be shared in class next Monday!</p> <p>⇒ Reading Assignment 5: Smagorinsky's Chapters 2 & 3, "Providing Scaffolds For Student Learning" & "Alternatives to Teacher-Led Discussions" DUE next class (<i>approx 25 pgs</i>)</p>
<p>2/12 (W)</p>	<p>Inquiry Demonstration by MHS Librarian Amelia Bligh</p> <p>Briefly discuss RA #5, "Providing Scaffolds" and "Alternatives."</p> <p>Pulse Check: How are things going in the field? Q&A re: reading schedule and reader responses.</p> <p>Timing in executing lessons</p>	<p>⇒ Technology Assignment #2 will be shared next class!</p>
<p><i>Week 6</i></p> <p>2/17 (M)</p>	<p>Technology Assignment #2 due: Teacher Webpages</p> <p>--Bring laptops</p> <p>*Sharing webpages!</p> <p>Create a WIKI of Reading Strategies & Types of class discussions: Chalk Talk, Affinity Mapping, Anticipation Guides, Small groups with roles, Inner/Outer Circle, etc.</p>	<p>⇒ Reading Assignment 6: Burke's Chapter 4, "Teaching Writing", pp. 65-68 & 72-135 DUE on 2/24 (<i>approx. 55 pgs</i>)</p>
<p>2/19 (W)</p>	<p>Curriculum Design Approach 2: Genre study or skills-based instruction</p> <p>Practice ELAR 7-12 exam questions (set 1) – MC Game! + take-home PPR practice questions (set 2)</p>	<p>⇒ Reading Assignment 6 due next class.</p> <p>⇒ Reader Response #2 over any material from reading assignments 4-6 (<i>due in class 2/16</i>)</p> <p><i>Are you ready to write & submit Lesson Reflection 1 over your first three lessons?</i></p>
<p><i>Week 7</i></p> <p>2/24 (M)</p>	<p>Brief Q&A re: take-home PPR practice questions (set 2)</p> <p>Writing Workshop: <i>Lesson Plan Lab</i> in class (lesson 1, 2, <u>or</u> 3)</p> <p>--Bring printed copy of most current lesson draft</p> <p>"How can we differentiate instruction in such large classes?"</p> <p>Modifications to ensure success of all students ESL student learners</p> <p>Introduce UNIT MAP Group Project</p> <p>What is important: Examine/discuss assignment parameters and elements of successful units</p>	<p>⇒ Prepare for Socratic Seminar 1—finish any outstanding Reader Responses</p>

<p>2/26 (W)</p>	<p>Reader Responses #1 & 2 due in class for Socratic Seminar 1 over reading assignments 1-6 <i>*Responses 1 & 2 will be collected after seminar.</i></p> <p><i>*Register for TExES PPR test—select a date toward the end of this spring semester—and ELAR 7-12 exam (June date).</i></p> <p>UNIT MAP Project launch—form groups <i>*Email me w/list of group members & selected course/grade for group map by or before 2/28 at noon</i></p>	<p>⇒ Reading Assignment 7: Smagorinsky's Chapter 5-7, "Goals for Conventional Writing Assignments" – "Goals for Unconventional Writing Assignments" – "Responding to Students' Writing" DUE next class (approx 40 pgs)</p>
<p><i>Week 8</i></p> <p>3/03 (M)</p>	<p>Discuss RA #7, Smagorinsky's chapters 5-7.</p> <p>Initiate crucial conversations: "What is effective assessment?" --Types of Assessments --Assessment Design --Rubric Design (if time allows)</p>	<p>⇒ <i>Record and submit a rough copy of one of your lessons on DVD between 3/03 and 4/16.</i></p>
<p>3/05 (W)</p>	<p>Continue discussing assessment --Rubric Design (if necessary)</p> <p>UNIT MAP Groups Meet Midterm conferences</p>	<p>⇒ Reading Assignment 8: Smagorinsky's Chapters 8 & 9, "Why Conceptual Units?" and "The Basics of Unit Design" DUE next class (approx 30 pgs)</p>
<p><i>3/10 & 3/12</i></p>	<p>SPRING BREAK</p>	
<p><i>Week 9</i></p> <p>3/17 (M)</p>	<p>Briefly discuss RA #8, Smagorinsky's chapters 8 & 9.</p> <p>Continue discussing assessment --Essay calibration: practice assessing & analyzing student writing samples --Constructing multiple choice exams: benefits & detriments / item analysis & planning for instruction</p>	<p>⇒ Reading Assignment 9: Smagorinsky's Chapters 10 & 11, "Your Unit Rationale" and "Outlining a Unit", DUE next class (approx 15 pgs)</p> <p>⇒ <i>Record and submit a rough copy of one of your lessons on DVD between 3/03 and 4/16.</i></p>
<p>3/19 (W)</p>	<p>Practice PPR practice questions (set 3) + take-home ELAR 7-12 exam questions (set 2)</p> <p>Strategies & rationales for teaching poetry: Model/practice Debrief</p>	<p>⇒ Reader Response #3 over any material from reading assignments 7-9 (due in class 4/02)</p> <p>⇒ Reading Assignment 10: Burke's Chapter 6, "Speaking and Listening", pp. 203-206 & 208-255 DUE next class (approx. 50 pgs)</p>

<p><i>Week 10</i></p> <p>3/24 (M)</p>	<p>Strategies & rationales for teaching poetry (continued)</p> <p>Brief Q&A re: take-home ELAR 7-12 exam questions (set 2)</p> <p>Writing Workshop: <i>Lesson Plan Lab</i> in class (lesson 3, 4, <u>or</u> 5) --Bring printed copy of most current lesson draft --Reminders for Remaining Lesson Plans</p>	<p>⇒ Reading Assignment 11: Burke's Chapter 7, "Language Study", pp. 256-291 DUE 3/31 (approx 35 pgs)</p> <p><i>Are you ready to write & submit Lesson Reflection 2 over your lessons 4-6?</i></p>
<p>3/26 (W)</p>	<p>Briefly discuss RA #10 & 11, Burke's chapters 6 & 7.</p> <p>Quick Pulse Check: How are things going in the field? With the Unit Map Projects?</p> <p>Revisit the Significance of Inquiry -- Ladder of Inquiry / Questioning Strategies</p>	<p>⇒ Reading Assignment 11 DUE next class.</p> <p>⇒ Reader Response #4 over any material from reading assignments 10 & 11 (due in class 4/02)</p>
<p><i>Week 11</i></p> <p>3/31 (M)</p>	<p>Strategies & rationales for teaching drama</p>	<p>⇒ Prepare for Socratic Seminar 2—finish any outstanding Reader Responses</p>
<p>4/02 (W)</p>	<p>Reader Responses #3 & 4 due in class for Socratic Seminar 2 over reading assignments 7-11 <i>*Responses 3 & 4 will be collected after seminar.</i></p> <p>Strategies & rationales for teaching drama (continued)</p>	<p>⇒ REMINDER: Record and submit a rough copy of one of your lessons on DVD between 3/03 and 4/16.</p>
<p><i>Week 12</i></p> <p>4/07 (M)</p>	<p>UNIT MAP Groups Meet</p> <p>Writing Workshop: <i>Lesson Plan Lab</i> in class (lesson 5, 6, <u>or</u> 7) --Bring printed copy of most current lesson draft</p> <p>Multi-modal literacies (in and out of school)—"Where and how do our students learn?"</p>	<p>⇒ Technology Assignment #3—UNIT MAP Project—DUE in class on 4/16 or 4/21 depending.</p>
<p>4/09 (W)</p>	<p>UNIT MAP Groups Meet</p> <p>THE Grammar discussion—when and where does it matter? Prescriptive v. descriptive grammar</p>	<p>⇒ Reading Assignment 12: Burke's Chapter 8, "Assessing and Grading Student Learning," pp. 293-331 DUE on 4/23 (approx 35 pgs)</p>
<p><i>Week 13</i></p> <p>4/14 (M)</p>	<p>THE Grammar discussion (continued)</p> <p>*Take-home practice ELAR 7-12 CRQ 2 and MC questions (sets 3&4, 10 + 37Qs sent via emailed URL links)—<i>to be discussed in class on 4/28</i></p>	<p>Optional practice PPR exam questions (sets 4 & 5, 70 + 10Qs)—<i>via Blackboard posting for use at home</i></p>
<p>4/16 (W)</p>	<p>UNIT MAP Project Presentations 1, 2, & 3</p>	

<i>Week 14</i>	UNIT MAP Project Presentations 4 & 5	
4/21 (M)	Project Self- / Group-Evaluations	
4/23 (W)	Discuss ELAR 7-12 CRQ 2 sample & MC questions (<i>provided 4/14</i>) and RA #12, "Assessing and Grading Student Learning." Communication & Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team	⇒ Technology Assignment #3 —UNIT MAP Project—DUE in final form next class. ⇒ Final Reflection (over lessons 7-9) DUE within your portfolio on 4/30.
<i>Week 15</i>	Discussing the Future Apprenticeships: Professionalism / Professional Organizations	⇒ Portfolio DUE next class date.
4/28 (M)	Course Evaluations	⇒ Technology Assignment #3— UNIT MAP Projects —due in final form
4/30 (W)	Portfolio Due by noon (may be turned in earlier)—digital portfolios via email / hardcopies in Gebauer 1.308	

**University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)**

All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/scholdis.php> to access official University policies and procedures.

Accommodations for Students:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

Emergency Evacuation Policy

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.