Coordinator: Vickie Bauerle, M.Ed.  
Office: Bellmont 224H  
Phone: (512) 471-3710  
E-mail: vbauerle@austin.utexas.edu  
Office Hours: Thursday, 3-5, or by appointment

Instructors:  
ELA Julia Haug jhaug@austin.utexas.edu  
LOTE Rose Potter rpotter@austin.utexas.edu  
Social Studies Vickie Bauerle vbauerle@austin.utexas.edu

Seminars: Thursday evening, 5:00 p.m. to 8:00 p.m.  
General Session Jester A303A

Breakouts  
English Language Arts  
Languages Other Than English  
Social Studies

Prerequisites:  
• Successful completion of UTL 101  
• A grade of A or B (84 or above) in UTL 202  
• A grade of A or B (84 or above) in UTL 640  
• Overall UT GPA of 2.75 or above and GPA of 3.0 in certification area  
• Laptop computer

Course Description:  
UTL 360 will provide students with support for the student teaching experience and an in-depth application of the theory and practice that is necessary to design and deliver excellent instruction. Students attend a three-hour course on the UT campus as support for teaching on a middle school or high school campus. For UTL 670, students will begin teaching one to two classes then reach the maximum number of classes allowed after about three weeks. The cooperating teacher will work with the UTeach student to improve their teaching abilities as the semester progresses. The formative evaluation with the student teacher, cooperating teacher, and observer will be completed mid-way through the teaching experience. The summative evaluation with the student teacher, cooperating teacher, and observer will be completed at the end of the teaching experience.
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 middle or high school students.
- Apply state and national standards when designing lessons.
- Analyze one’s 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 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.

Student Teaching Experience:
- You are responsible for teaching as many classes (minimum of 2) as you can during the semester. Specific guidelines for student teaching and evaluations of your work will be provided. Your observer and CT will make periodic observations and will provide feedback to you. Both formative and summative evaluations will be conducted with the ST, CT, and observer present.
- A schedule is listed for the student teaching experience and for assignments due for the course are included in the detailed course syllabus.
- Check in at the front office of the school each day until you have an official school ID. 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!
- Track any absences on the Absence Verification Form as you go through the semester. The form can be found on the UTeach-Liberal Arts website.
- 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 or middle school environment. Don’t wear shorts or inappropriate footwear. (i.e. flip-flops)
- Professionalism is a must! Be on time and prepared. See box below!
- Immediately report any problems to your observer and the coordinator.

If an emergency arises and you MUST miss your SCHEDULED OBSERVATION or LESSON, NOTIFY YOUR COOPERATING TEACHER, OBSERVER, AND YOUR INSTRUCTOR as soon as possible.

Reschedule, and plan to make up your time before the end of your teaching experience. Avoid missing your teaching assignment due to a transportation problem. Remember, your students, cooperating teacher, observer, and instructor are all counting on you.
Course Expectations:
UTL 360 is an opportunity to provide support for your student teaching experience and is designed to help you grow through the application of methodologies learned in the UTeach-Liberal Arts program.

- **Attend seminar regularly.** Five points will be deducted from the final average for every absence after one absence. If you must miss the seminar, or will be late, please contact your breakout instructor.

- **Assignments:** Complete assignments on time.
  - Submit assignments digitally in Word format (.doc, .docx, or .pdf) by 11:59 p.m. of the due date unless otherwise instructed.
  - Assignments will be taken as late for 48 hours only with a starting grade of 80% of the original grade. *After 48 hours, no late work will be accepted and a grade of zero will be recorded.*
  - See Course Assignments/Products for due dates (p. 11)

- **Complete seminar-assigned readings.** Come prepared to participate! Bring current drafts of assignments to the seminar while works are in progress as there may be opportunities for peer feedback during the breakout session. Note: The instructor maintains the right to change the syllabus and will inform you during the seminar. You are responsible for changes even if you are absent. Check Canvas frequently.

- **Technology** is of ever increasing importance to you as a teacher.
  - You have been developing computer skills in the previous UTL courses. These competencies include communications via e-mail including attachments, word-processing, and searching Web sites for new materials, educational resources, and school information.
  - Bring your laptop to each seminar.

In addition to the previously listed skills, you will now:
- Create interactive multimedia lessons.
- Present multimedia lessons to small or large groups of public school students.
- Create and use databases and spreadsheets.
- Explore sample subject-specific educational software packages.
- Design a web page or blog.

Grading System:
- **Discussion Forums** 20%
- **Unit Plan** 60%
  - First Draft
  - Final Draft
  - Presentation
- **Professional Teaching Résumé** 20%

Grading Scale:
Grades: Your final course grade will be based on the following grading scale:

- A 94%-100%
- A- 90%-93%
- B+ 87%-89%
- B 83%-86%
- B- 80%-82%
- C+ 77%-79%
- C 73%-76%
- C- 70%-72%
- D 60%-69%
- F 59% and below
Communication:
The University’s Canvas system and emails will be the primary sources of communication for the larger group. Canvas will also be a means of communication in the breakout sessions.

Safety in the Building and on Campus:
University of Texas Police Department
512-471-4441; http://www.utexas.edu/police/
Please familiarize yourself with the exits from Jester.

Student Teaching Experience:
- Student Teachers may not begin student teaching until after they have attended the required district student teacher orientation. (Check email notification for date, time, and place.)
- Other Significant Dates:
  - Wednesday, August 30th: UT classes begin
  - Thursday, August 31st: Student Teacher Orientation for UTeach-Liberal Arts
  - Monday, Sept. 4th: Labor Day holiday (no classes)
  - Two weeks after arriving: Take 1-2 classes with CT present
  - Three weeks after arriving: Take 1-2 classes fully without CT present.
    - Plan your FORMATIVE OBSERVATION, to be completed by October 31st
  - Tuesday, Nov. 11th: Career Fair 9:00am-12:00pm, Frank Erwin Center
  - Four weeks after arriving: Take over maximum number of classes allowed
    - Plan your SUMMATIVE OBSERVATION, to be completed by November 11th
  - After four weeks of full teaching
  - After six weeks of full Teaching
  - Nov. 20-24th: Thanksgiving Holidays (no classes)
  - Last two weeks of Teaching: Transition classes back to CT

Sixty-five days (65) of student teaching experience are required for certification.

Evaluations:
- Formative: Completed by sixth week of student teaching, no later than Oct. 31st
- Summative: Completed by tenth week of student teaching, no later than Nov. 11th

IT IS IMPORTANT TO BRING YOUR LAPTOP TO EACH SEMINAR.
# UTL360 Student Teaching Seminar – Fall 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/30</td>
<td>Wednesday, August 30th Classes begin at The University of Texas</td>
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<tr>
<td>08/31</td>
<td><strong>SEMINAR FOCUS:</strong> Introduction to Course, Faculty and Field Supervisors, Orientation to the Seminar, Professional Organizations, AND Unit Plan Design</td>
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</tbody>
</table>
|        | **BREAKOUT:**  
|        | - Overview of Student Teacher responsibilities and how to access documents and other information  
|        | - Time with Field Supervisors  |
|        | **Philosophy of Education Quick Write**  
|        | **Unit Plan Design Presentation and Discussion**  
|        | **CLOSURE:** Q & A Sharing  
|        | **Unit Plan Design**  
|        | **Standards:** TTS 1, 3, 5; PPR I, II, III; TAS IV, V, VII  |
|        | Philosophy statement due: by noon 09/07  
|        | Unit Plan First Draft: Due: October 6th 12:00 noon  
|        | Final Digital Unit Plan and Support Materials Due: November 11th At noon  
|        | Presentation of Unit Plan: November 30th  |
| 09/07  | **SEMINAR FOCUS:** Legal Rights and Responsibilities of Teachers  
|        | **PRESENTATION:** Review Texas Educator’s Code of Ethics that apply to diverse topics, such as educator misconduct, social media, and teacher liability and contract status  
|        | **BREAKOUT:** Discussion of Legal Rights and Responsibilities  
|        | **CLOSURE:** Q & A Sharing  
|        | **Standards:** TTS 4, 6; PPR II, IV; TAS V  
|        | Next week: Come dressed up for a photo  |
|        | Original Posts on Class Policies and Procedures due by noon 09/14 (Sem. 3)  
<p>|        | Responses due by Sem. 11 - 11/09  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14</td>
<td><strong>SEMINAR FOCUS:</strong> Teaching Diverse Populations – Special Education</td>
<td>ST begins responsibility for 1-2 classes with CT model.</td>
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<tr>
<td></td>
<td><strong>PRESENTATION:</strong> Teaching diverse populations using hands-on strategies for</td>
<td>Original Posts on <strong>Affirming Understanding</strong></td>
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<td>working with special education students from a campus special education specialist</td>
<td>Due by noon Sem 4 - 09/21;</td>
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<td><strong>BREAKOUT:</strong> Discussion of strategies for teaching special education students,</td>
<td>Responses due Sem 5 - 9/28</td>
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<tr>
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<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
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<td>Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III, IV; TAS I, III, IV, V</td>
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<td>First Draft Unit Plan due by noon 10/06</td>
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<td>Photo Day! Come Dressed up!</td>
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<tr>
<td>09/21</td>
<td><strong>SEMINAR FOCUS:</strong> Teaching Diverse Populations – Dyslexia</td>
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<td><strong>PRESENTATION:</strong> Teaching diverse populations by examining hands-on instruction</td>
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<td>strategies and effective resources discovering how the brain of a dyslexic student interprets information and the value of a multisensory approach to learning.</td>
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<td><strong>BREAKOUT:</strong> Discussion of strategies for teaching dyslexic students</td>
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<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
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<td>Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III, IV; TAS I, III, IV, V</td>
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<tr>
<td>09/28</td>
<td><strong>SEMINAR FOCUS:</strong> Teaching Diverse Populations English Language Learners and Gifted/Talented</td>
<td>ST takes over maximum number of classes allowed this week.</td>
</tr>
<tr>
<td></td>
<td><strong>PRESENTATION:</strong> Teaching diverse populations using hands-on strategies for working with English Language Learners and Gifted and Talented students from a campus specialists</td>
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<tr>
<td></td>
<td><strong>BREAKOUT:</strong> Discussions of strategies for teaching English language learners and gifted and talented students, and Forum 5A: Planning and Assessment</td>
<td>Résumé Draft is due Seminar 6 - 10/05 (can submit most recently used version)</td>
</tr>
<tr>
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<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
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<td>Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III; TAS I, II, III, IV, V, VI, VII</td>
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<td>Bring laptop to the seminar next week.</td>
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</table>

08/28/17 vbauerle@austin.utexas.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Timeline</th>
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</thead>
</table>
| 10/05    | **SEMINAR FOCUS:** Résumé Writing and Cover Letters  
**PRESENTATION:** Representative from Liberal Arts Career Services will work with student teachers to evaluate their résumés and provide models for UTeach-Liberal Arts students to use.  
**BREAKOUT:** Building a teaching résumé utilizing information from the College of Liberal Arts Student Services  
**CLOSURE:** Q & A Sharing  
Standards: TTS 6; PPR IV; TAS VII                                                                 | *Resume Draft is due Seminar. 6 - 10/05 (can submit most recently used version)*            |
| 10/12    | **NO SEMINAR**                                                                                                                                                                                                  |                                                                                               |
| 10/19    | **SEMINAR FOCUS:** Mental Health and Suicide Prevention  
**PRESENTATION:** Mental Health Representatives from the University of Texas  
**BREAKOUT:** Discussions of mental health issues an information presented in the module, Forum 6: Behavioral Infractions, and Forum 7: Support Services  
**CLOSURE:** Q & A Sharing  
TTS 1, 2, 3, 4, 5, 6; PPR I, II, III, IV; TAS I, III, IV, V                                                                 | Original Post on Support Services  
Due: Sem. 9 – 10/26  
Responses Due: Sem. 10 – 11/02                                                                                           |
| 10/26    | **SEMINAR FOCUS:** Data Analysis  
**PRESENTATIONS:** Special Education, English Language Learners, Gifted Students, Mental Health  
**BREAKOUT:** Mock Interview  
**CLOSURE:** Q & A Sharing  
Standards: TTS 1, 2, 3, 5; PPR I, II, III; TAS I, II, III, IV, V, VI, VII                                                                 | Original Post on Behavioral Infractions  
Due: Sem. 10 – 11/02                                                                                          |
<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar Topic</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/02</td>
<td><strong>SEMINAR FOCUS:</strong> Professional Communication and Interview Practice</td>
<td>Final Resume due</td>
</tr>
<tr>
<td>Seminar 10</td>
<td><strong>PRESENTATIONS:</strong> District Central Office Personnel, Middle School Principal, former Elementary Principal Topics include student conferences, parent conferences, performance reviews, and working with a difficult colleague. <strong>NO BREAKOUT SESSION</strong> <strong>CLOSURE:</strong> Q &amp; A Sharing Standards: TTS 1, 2, 3, 4, 5, 6; PPR III, IV; TAS IV, V, VI, VII</td>
<td></td>
</tr>
<tr>
<td>11/09</td>
<td><strong>SEMINAR FOCUS:</strong> Organizational Boot Camp and Google Classroom/Blended Space</td>
<td>Student teachers begin to transition responsibility for 1st and 2nd classes back to CT.</td>
</tr>
<tr>
<td>Seminar 11</td>
<td><strong>PRESENTATIONS:</strong> Demonstrations of organization of a classroom, coding of materials, new campus adjustment, and Google Classroom/Blended Space <strong>BREAKOUT:</strong> Review of Organizational Boot Camp and use of Google Classroom/Blended Space <strong>CLOSURE:</strong> Q &amp; A Sharing Standards: TTS 1, 4, 5, 6; PPR II, III; TAS I, II, III, IV, V, VI, VII</td>
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<tr>
<td>11/16</td>
<td><strong>SEMINAR FOCUS:</strong> Real Students, Real Classrooms</td>
<td>Student teachers transition responsibility for remaining classes back to CT</td>
</tr>
<tr>
<td>Seminar 12</td>
<td><strong>PRESENTATIONS:</strong> UTeach-Liberal Arts Alumni share experiences as beginning teachers or early in their career as to what to expect, how UTeach-Liberal Arts prepared them, and what they have learned as classroom teachers. <strong>BREAKOUT:</strong> Discussion of real students and real classrooms from student teaching experiences and from others. <strong>CLOSURE:</strong> Q &amp; A Sharing Standards: TTS 6; PPR IV; TAS VII Blanton Mixer after seminar</td>
<td>Original post on Philosophy of Education due: Sem. 13 – 11/30 Responses due: Sem. 14 - 12/07</td>
</tr>
<tr>
<td>November 20-24th</td>
<td>THANKSGIVING HOLIDAYS</td>
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<tr>
<td>Date</td>
<td>Seminar Topic</td>
<td>Timeline</td>
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<tr>
<td>11/30</td>
<td><strong>SEMINAR FOCUS:</strong> Evaluation; Student Presentations of Unit Plans</td>
<td>Remember that the student teaching experience is <strong>65 full days</strong> in the classroom or in professional development.</td>
</tr>
<tr>
<td>11/30</td>
<td><strong>PROGRAM AND COURSE EVALUATIONS</strong></td>
<td>Summative Evaluative Documentation</td>
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<td>Short meeting for any updates</td>
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<td><strong>BREAKOUT:</strong> UTeach-Liberal Arts Student Teachers share overviews of their Unit Plans and self-assessments as to the success of teaching the units</td>
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<td><strong>CLOSURE:</strong> Q &amp; A Sharing</td>
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<td></td>
<td>Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III; TAS I, II, III, IV, V, VI, VII</td>
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</tr>
<tr>
<td>12/07</td>
<td><strong>SEMINAR FOCUS:</strong> Finish presentations as needed.</td>
<td>Signed Attendance Documentation</td>
</tr>
<tr>
<td></td>
<td>Standards: TTS 1, 2, 3, 4, 5, 6; PPR I, II, III; TAS I, II, III, IV, V, VI, VII</td>
<td>Philosophy of Education <em>(Two Peer Responses)- Due</em></td>
</tr>
<tr>
<td>December 11</td>
<td>Last Class Day</td>
<td></td>
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<tr>
<td>Dec. 12-13,17</td>
<td>No Class Days</td>
<td></td>
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<tr>
<td>Dec. 14-16, 18-20</td>
<td>Fall Semester Final Exams</td>
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<tr>
<td>Dec. 23</td>
<td><strong>Official Graduation Date (no public exercises)</strong></td>
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<tr>
<td>DUE on the date of…</td>
<td>…by…</td>
<td>Assignment/Product</td>
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<tr>
<td>Seminar 2</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Philosophy of Education Quick Write – Instructions posted on Canvas</td>
</tr>
<tr>
<td>Seminar 3</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Discussion Forum 1A: Class Policies &amp; Procedures (Original Post) <strong>Photo Day – come dressed up!</strong></td>
</tr>
<tr>
<td>Seminar 4</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Discussion Forum 2A: Affirming Understanding (one Original Post)</td>
</tr>
<tr>
<td>Seminar 5</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Discussion Forum 2B: Affirming Understanding (<strong>two Peer Responses</strong>)</td>
</tr>
<tr>
<td>Seminar 6</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Résumé draft <em>(can submit most recently used version)</em></td>
</tr>
<tr>
<td><strong>October 6th</strong></td>
<td>12:00 noon</td>
<td><strong>Unit Plan First Draft</strong></td>
</tr>
<tr>
<td><strong>October 13th</strong></td>
<td></td>
<td><strong>Formative Evaluation Documentation</strong></td>
</tr>
<tr>
<td>Seminar 8</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Mental Health &amp; Suicide Prevention Matrix</td>
</tr>
<tr>
<td>Seminar 9</td>
<td>12:00 noon (&amp; accessible in class)</td>
<td>Discussion Forum 3A: Support Services <em>(one Original Post)</em></td>
</tr>
<tr>
<td><strong>October 27th</strong></td>
<td>12:00 noon</td>
<td><strong>Professional Teaching Résumé</strong></td>
</tr>
</tbody>
</table>
| Seminar 10          | 12:00 noon | Discussion Forum 3B: Support Services *(one Peer Response)*  
Discussion Forum 4: Behavioral Infractions *(one Original Post)* |
| Seminar 11          | 12:00 noon (& accessible in class) | Discussion Forum 1B: Class Policies & Procedures *(two Peer Responses)* |
| **November 10th**   | 12:00 noon | **Final Digital Unit Plan & Support Materials** |
| Seminar 13          | a) 12:00 noon  
b) In class  
c) In class | a) Discussion Forum 5A: Philosophy of Education *(Original Post)*  
b) **Presentation of Unit Plan**  
c) **Summative Evaluation Documentation** |
| Seminar 14          | a) 12:00 noon  
b) 5:00PM | a) Discussion Forum 5B: Philosophy of Education *(two Peer Responses)*  
b) **Signed Attendance Documentation** |
TExES Testing Information: http://www.testdatescentral.com/texes-test-dates.html

- English: Restricted Computer Administered Tests: Specific Dates
- LOTE: Computer Administered Tests: Any Date
- Social Studies: Computer Administered Tests: Any Date

Selected Bibliography for Problems and Principles of Secondary Education


English Language Proficiency Standards ELPS. http://riter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4. Austin, Texas: Texas Education Agency. The provisions of this §74.4 adopted to be effective December 25, 2007, 32 TexReg 9615.


Texas Essential Knowledge and Skills:
- Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading);
- Chapter 113 of this title (relating to Texas Essential Knowledge and Skills for Social Studies);
- Chapter 114 of this title (relating to Texas Essential Knowledge and Skills for Languages Other Than English);
- Chapter 118 of this title (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits);

Austin, Texas: Texas Education Agency http://riter.tea.state.tx.us/rules/tac/chapter074/ch074a.html


THE UNIVERSITY OF TEXAS NOTIFICATIONS

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. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

Accommodations for Students:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://www.utexas.edu/diversity/ddce/ssd/.

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/:

- 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.