General Syllabus
Course Description/Expectations
UTL 640E Teaching in Secondary Schools – Fall 2015

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: PAR 306
Office Hrs: M & W 11:00am – 1:00pm
Th 3:00-4:30pm (& by appt)

Observers
Pat Conquest: pconquest91@gmail.com
Sara Gaetjens: saragaetjens@gmail.com
Beth Priem: beth.priem@yahoo.com
Kathryn Wahlers: khepfner@yahoo.com

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
- Plus one of the following titles for Professional Book Study:
  - Notice and Note: Strategies for Close Reading by Kylene Beers & Robert Probst
  - The Literature Workshop by Sheridan Blau
  - Deeper Reading by Kelly Gallagher

Additional titles to consider based on your professional interests:
- Reading Nonfiction: Notice and Note Stances, Signposts, and Strategies
  ISBN-13: 978-0325050805 (new from $33.79 on Amazon.com)
- Language Learners in the English Classroom by Fisher, Rothenberg, & Frey
  ISBN-13: 978-0814127049 (new from $34.15 on Amazon.com)
- Image Grammar, 2nd Edition: Teaching Grammar as Part of the Writing Process by Harry Noden
- Adolescents and Digital Literacies: Learning Alongside Our Students by Sara Kajder
  ISBN-13: 978-0814152997 (new from $33.95 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, for a total of 45 hours in the field. 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-LA 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-LA 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 digital 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 your mentor teacher will complete both a midterm and final evaluation of your performance; you will also have a midterm conference with me about your progress.
  - Observations & Reader Responses: Students will
    - keep anecdotal notes from classroom observations;
    - produce written responses to assigned readings and observations, including reflections concerning the pedagogical issues raised during the observations; and
    - participate in class discussions concerning the various strategies and rationales learned from your reading and used by the mentor teacher during observations, as well as alternative options available in these situations.
  - Lessons: Students will
    - design and implement 6-9 original lesson plans based on the TEKS, STAAR, and TExES domains and criteria (you may teach 3 lessons twice for credit);
    - reflect your content and textual knowledge through lesson planning, resource selection, and creation of materials;
• submit plans both to me and your CT 48 hours in advance, excluding Saturdays/Sundays;
• 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 your peers’ and your own performance and execution of the lesson plans with regard to both positives and negatives of the teaching event; and
• record, reflect on within a written critique, and submit two unedited video recordings of yourself teaching.

Notes of Clarification re: Lessons
  o Administration of a test is NOT a “teach.”
  o Meaningful incorporation of technology into your classroom is expected. A minimum of two of your lessons must use PowerPoint, Prezi, or comparable visual technological means to deliver instruction and at least one lesson must incorporate an audio/video clip appropriate to the grade level and curricular material.
  o You must record and submit a rough copy of two of your lessons—a) of your 2nd or 3rd teach (must be 30-60 minutes in length) and b) of your 7th or 8th teach (45-90 minutes)—via link in Canvas or DVD.

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 teaches 3 and 6 and at the end of the teaching experience (for a total of three). A reflection thoroughly describes your experience in the classroom during those series of lessons. Please submit your first and second reflection in Canvas within 72 hours of your third and sixth teaches, 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.
• Use email to submit lesson plans; lesson reflections and other written assignments should be submitted through Canvas unless otherwise directed. Keep soft or hard copies of all assignments 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 9:05am, your LP should arrive in my inbox by or before Thursday morning by 9:05. Please remember, I have many lesson plans to review and approve, so you must adhere to this policy. NOTE: Until you receive my review comments and approval of your lesson plan, you do not have permission to deliver it.
• You must be evaluated by a UTeach-LA 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 prescribed for emergencies (top of the next page). If you are unable to attend the class, email the instructor beforehand.
• Immediately report any academic or placement-related problems to me.
• Copy me on ALL correspondence between you and your CT.
Course Expectations:

- UTL 640 is a much more time demanding course than 101 and 202, so time management is of utmost importance.
- 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. Make every effort to be on time and consistently return from breaks within the time allotted!
- Turn in assignments 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 Canvas for your grades any time you wish.
- What are Reader Responses? Most assigned readings from the required texts correspond to a written response assignment. These responses focus on raising questions about, speaking to the importance of, or analyzing the implications of material from within the assigned pages. Students' findings and reactions documented in these responses will be discussed in seminar throughout the semester.
- What is a Lesson Reflection? This is a 2.5- to 3-page essay about what you did while you were teaching 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 your teaching performance and lesson design. You will write three reflections this semester: one each after teaches 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 and final reflection need only be submitted as part of your digital portfolio at the end of the semester. *For more information, see the “Lessons, Reflections, and Evaluations” document.*
- 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.

IF AN EMERGENCY ARISES AND YOU HAVE TO MISS YOUR SCHEDULED HIGH SCHOOL CLASS, NOTIFY YOUR MENTOR TEACHER 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, your mentor teacher, and your instructor are counting on you. Failure to make up an absence will result in up to a 5-point penalty to your final grade.
Grading System:
*Note: This course employs +/- semester grades.

- **Field Experience** (Attendance to school; Cooperation with mentor and students; Lesson Plans; Observations and anecdotal records; Required Reflections over Lessons; Required Program Documentation). *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%
- **Professional Book Study Participation & Presentation** 10%
- **Portfolio** 10%

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

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<tr>
<th>Date</th>
<th>Seminar Topic</th>
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| **Week 1**| **8/26** *(W)* 1 Introduction: General course expectations and requirements --Syllabus & schedule, field requirements, reading assignments, semester portfolio --Time management, pacing, performance criteria
Initiate crucial conversations:
“What does is effective English/Language Arts instruction?”
“What is the role of an English teacher today?”
Inquiry-based Teaching—Crucial Habits of Mind
*The Significance of Inquiry* | Purchase req’d texts: *Teaching English By Design* by Smagorinsky + one of the three Book Study options
*Reading Assignment 1 DUE next class – two texts in Canvas
*Don’t forget to complete and bring *Response 1* in hard copy!* |
| **Week 2**| **8/31** *(M)* 2 “What does effective instruction in an English/Language Arts classroom look like?”
--Discuss Reading Assignment #1—Bring laptop or tablet
*Response 1 will be collected afterward.*

“Why must the English classroom be a place of trust?”
Discuss the need to establish trust in a writing classroom.
--Creating classroom norms
--Getting to know your students: interest inventories, reading & writing profiles, Proust Questionnaire, “Ideal Bookshelf” assignment, etc. | *Reading Assignment 2 DUE next class – three texts in Canvas, plus one additional title for extension
*Don’t forget to complete and bring *Response 2* in hard copy!*
*Introductory email to CT due by 11:59pm this Thursday (9/03)—copy me on email* |
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<td>9/02 (W)</td>
<td>“What Happens When I Am Observed?”&lt;br&gt;Observers Pat Conquest, Sara Gaetjens, Beth Priem, &amp; Kathryn Wahlers will address field observations&lt;br&gt;--Q &amp; A&lt;br&gt;Expectations and requirements re: 640 lessons or “teaches”, lesson reflections, and observation assignments&lt;br&gt;Discuss Reading Assignment #2—<em>Bring laptop or tablet</em>&lt;br&gt;<em>Response 2 will be collected afterward.</em></td>
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<tr>
<td>9/07 (M)</td>
<td><strong>HOLIDAY</strong></td>
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<td>9/09 (W)</td>
<td>Book Study Discussion 1—Discuss 1st reading assignment (60 minutes) *Bring text&lt;br&gt;“What are the Principles of Learning, and what do they have to do with my classroom?”&lt;br&gt;--Creating student-centered classrooms&lt;br&gt;“What will I be expected to know when I take my certification tests?” (Part I)</td>
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<td>9/14 (M)</td>
<td>Why do learning styles matter?&lt;br&gt;--Discuss Reading Assignment #3—<em>Bring laptop or tablet</em>&lt;br&gt;<em>Response 3 will be completed in class.</em>&lt;br&gt;--Multiple Intelligences revisited&lt;br&gt;Great Lesson Plans Matter:&lt;br&gt;--Designing lesson plans and constructing effective objectives <em>(review the 3-part objective)</em>&lt;br&gt;--Formats used by local school districts &amp; important elements of lesson design evident in all three&lt;br&gt;--Examine some sample lesson plans—<em>Need laptop/tablet</em>&lt;br&gt;Pulse Check: Discuss the ELAR 7-12 &amp; PPR EC-12 Standards.</td>
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<td>9/16 (W)</td>
<td>Discuss Observation #1, “Your Classroom”&lt;br&gt;Lesson Plans <em>(continued)</em>—Real-time practice&lt;br&gt;“Three Levels of Reading” Strategy&lt;br&gt;“What will I be expected to know when I take my certification tests?” (Part II): Review the PPR &amp; ELAR 7-12 certification exam domains.</td>
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**Technology Activity #1**—Researching Your Assigned School—DUE in class on 9/21

**Book Study Discussion 1** takes place next class!

**Reading Assignment 3** DUE next class — from Smagorinsky and one text in Canvas, *plus one additional title for extension*

**Review TEA’s standards** for ELAR 7-12 educators and the PPR EC-12 standards prior to class on 9/16.

**Observation 1** DUE by 11:59pm tomorrow night!

**Reading Assignment 4** DUE 9/21 — two texts in Canvas, *plus additional pages for extension*

**Observation 2** DUE by 11:59pm this Saturday night!
| Week 5 | 9/21 (M) | Discuss points of intrigue/concern re: Technology Activity #1.  
Backward Design: Purposeful planning of assignments that scaffold learning and lead to success  
--Discuss Reading Assignment #4—*Bring laptop or tablet*  
*Response 4 will be completed in class.*  
“What are the TEKS and how do they shape my curriculum?”  
Review TEKS for English Language Arts—*Need laptop/tablet* |
|---|---|---|
| 9/23 (W) |  | “Beginning with the end in mind”  
--Discuss Reading Assignment #5—*Bring laptop or tablet*  
*Response 5 will be collected afterward.*  
--STAAR EOC Exam Excerpts  
Practice PPR exam questions (set 1)  
Test-taking strategies |
| Week 6 | 9/28 (M) | Book Study Discussion 2—Discuss 2nd reading assignment (75 minutes) *Bring text*  
Practice ELAR 7-12 exam questions (set 1) – MC Game! |
| 9/30 (W) |  | Approaches to Unit Planning  
--Discuss Reading Assignment #6—*Bring text & laptop/tablet*  
*Response 6 will be completed in class.*  
--Guided Inquiry: Concept-Based Curriculum, including Genre Study  
--Enduring understandings *(generalizations)* and essential questions—define & discuss / model & practice |
| Week 7 | 10/05 (M) | Discuss Reading Assignment #7—*Bring laptop or tablet*  
*Response 7 will be collected afterward.*  
Enduring understandings and essential questions: model & practice *(cont’)*  
Pulse Check: How are things going in the field?  
Timing in executing lessons |
|  | Technology Assignment #2—Teacher Webpage—DUE by 11:59pm on 10/25 (submit URL in Canvas)  
Reading Assignment 5 DUE next class – from Smagerinsky and one text in Canvas  
*Don't forget to complete and bring Response 5 in hard copy!* |
|  | Book Study Discussion 2 takes place next class!  
Reading Assignment 6 DUE next class – from Smagerinsky and two docs in Canvas, plus additional pages for extension  
*Don't forget to complete and bring Response 6!* |
|  | Reading Assignment 7 DUE next class – three texts in Canvas  
Observation 3 DUE by 11:59pm this Saturday night! |
|  | Reading Assignment 8 DUE next class – from Smagerinsky  
Consult the class module for Reading & Discussion Strategies—you are encouraged to use these in your lessons 😊 |
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| 10/07 (W)  | Revisiting Inquiry-based Teaching  
-- In-class “Think Tanks”  
-- Ladder of Inquiry / Questioning Strategies  
Discuss Reading Assignment #8—*Bring text*  
*Response 8 will be completed in class.* |
| 10/12 (M)  | Initiate crucial conversations: “How can we differentiate instruction in such large classes?”  
--Working with English Language Learners  
--Modifications to ensure success of all students  
Practice PPR EC-12 exam questions (set 2) |
| 10/14 (W)  | Book Study Discussion 3—Discuss 3rd reading assignment (75 minutes)—*Bring text*  
*Midterm conferences  
--Midpoint Internship Proficiency Spectrum Self-Eval |
| 10/19 (M)  | Initiate crucial conversations: “What is effective assessment?”  
--Types of Assessments  
--Assessment & Rubric Design  
--Discuss Reading Assignment #9—*Bring laptop or tablet*  
*Response 9 will be collected afterward.*  
--Discuss Observation #5 (1st video & self-critique)  
Essay Calibration Exercise—Practice assessing & analyzing student writing samples |
| 10/21 (W)  | Essay Calibration Exercise, wrap up  
Discuss Reading Assignment #10—*Bring text*  
*Response 10 will be collected afterward.*  
Practice ELAR 7-12 exam questions (set 2) |

**Week 8**

**Observation 4 DUE by 11:59pm this Saturday night!**  
Don’t forget about Technology Assignment #2!  
Are you ready to write & submit Lesson Reflection 1 over your first three teachs/lessons? You should be HERE this week.

**Week 9**

**Observation 5 DUE by 11:59pm this Saturday night!**  
Reading Assignment 9 DUE next class – one text in Canvas  
*Don't forget to complete and bring Response 9!*

**Reading Assignment 10 DUE next class (approx 40 pgs) – from Smagorinsky  
*Don't forget to complete and bring Response 10!**  
Register online this week for your TExES PPR test—select a late November or early to mid-December date—and ELAR 7-12 exam (December test date most recommended).

**Technology Assignment #2 will be shared next class!**
| Week 10 | 10/26 (M) | Technology Assignment #2 due: **Teacher Webpages—Bring laptop or tablet**  
*Sharing webpages!*  
Initiate crucial conversations: “What is effective writing instruction?”  
--Rationales for Reading/Writing Workshop Approach  
--Generative Writing Strategies | **Reading Assignment 11** DUE next class *(number of pages varies by articles assigned)* — texts in Canvas  
**Response #11** (Technology Assignment #3) part A over material from reading assignment 11 DUE by noon on 10/28 |
| 10/28 (W) | Continue discussing R/W workshop—**Bring laptop or tablet**  
--Reader Response #11B will be completed in class.  
Rationales & strategies for teaching poetry:  
Model/practice  
Debrief | **Observation 6** DUE by 11:59pm this Saturday night!  
**Book Study Discussion 3** takes place next class!  
*Are you ready to write & submit Lesson Reflection 2 over your lessons/teaches 4-6? You should be HERE this week.* |
| Week 11 | 11/02 (M) | Strategies for teaching poetry (continued)  
**Book Study Discussion 4**  
--Discuss final reading assignment *(75 minutes)* *Bring text*  
--**Professional Book Study Presentation Assignment:** Form pairs/triads and identify focus material *(concept or strategy from a single chapter)* for class presentation of 25-30min on 11/16 & 18 | **Take-home PPR EC-12 exam questions (set 3)** DUE next class |
| 11/04 (W) | Brief Q&A re: take-home PPR EC-12 exam questions (set 3)  
Strategies for teaching drama | **Reading Assignment 12** DUE next class — from Smagorinsky and one text in Canvas  
*Don't forget to complete and bring Response 12!*  
**OPTIONAL:** Practice ELAR 8-12 MC questions (sets 3&4, 10 + 37Qs) and PPR EC-12 MC questions (sets 4&5, 70 + 10Qs)—Posted in Canvas. |
| Week 12 | 11/09 (M) | THE **Grammar** discussion—when and where does it matter? --  
Prescriptive v. descriptive grammar  
--Discuss Reading Assignment #12—**Bring laptop or tablet**  
*Response 12 will be collected afterward.*  
Time in class for pairs/triads to work on Professional Book Study Presentations | **Take-home ELAR 7-12 Constructed Response Question #1** DUE next class |
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| 11/11 (W)  | Briefly discuss ELAR 7-12 CRQ #1, including assessment rubric and scored sample responses  
             The Grammar discussion (continued)  
             Multi-modal literacies (in and out of school): "Where and how do our students learn?" | Professional Book Study Presentations will take place NEXT WEEK—be prepared for your presentation on 11/16 or 11/18, depending! |
| Week 13    | Professional Book Study Presentations 1-4                                    | Your Final Reflection (over lessons/teaches 7-9) is DUE within your 640E Semester Portfolio on 12/04. |
| 11/16 (M)  | Professional Book Study Presentations 5-7                                    | Observation 7 DUE by 11:59pm this Saturday night!                                              |
| 11/18 (W)  | Professional Book Study Presentations 5-7                                    | Reading Assignment 13 DUE next class – one text in Canvas                                    |
| Week 14    | Continue discussing assessment  
             --Discuss Reading Assignment #13—Bring laptop or tablet  
             *Response 13 will be completed in class.  
             --Constructing multiple choice exams: benefits & detriments / item analysis & planning for instruction  
             --Practice! | Take-home ELAR 7-12 Constructed Response Question #2 DUE next class  
                  Reading Assignment 14 DUE 12/02 – from Smagorinsky  
                  *Don't forget to complete and bring Response 14!  
                  640E Semester Portfolio (Technology Assignment #5) DUE 12/04 at 5pm. |
| 11/23 (M)  | Professional Book Study Evaluations                                          |                                                                                               |
| 11/25 (W)  | No seminar on this date                                                      |                                                                                               |
| Week 15    | Briefly discuss ELAR 7-12 CRQ #2, including assessment rubric and scored sample responses.  
             Communication & Tough Conversations: Administrators, Parents, and Students—Making Sure You Work as a Team | Reading Assignment 14 DUE next class—along with Response 14!                                    |
| 11/30 (M)  |                                                                                     |                                                                                               |
| 12/02 (W)  | Discussing the Future Apprenticeships: Professionalism / Professional Organizations  
             --Discuss Reading Assignment #14—Bring text  
             *Response 14 will be collected afterward.  
             Final Internship Proficiency Spectrum Self-Eval  
             Course Evaluations | Digital Portfolios Due by 12/04 at 5pm (may be turned in earlier)—submit PDF or link in Canvas |
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/ssp.

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

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.