Instructor Information:

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Cell/Text: 307-421-9278
Office Hrs: Tuesdays 11:00 – 12:00 and 3:00 – 4:30
Anytime by appointment
Faculty Profile: https://www.uta.edu/profiles/diane-galloway

Course Information:
Course Title: Nature and Curriculum Needs of the Young Adolescent Learner
Course Number: EDML 5308
Semester: Fall 2015
Course Location and Time: Tuesdays, 5:00-6:50 Trimble Hall 110

Course Description
EDML 5308 – The Nature and Curriculum Needs of the Young Adolescent Learner examines the curriculum, instruction and organization of middle grades schools. The course provides a substantial knowledge base in the nature and needs of early adolescents, as well as middle school curriculum organization, instruction and behavior management. A variety of instructional approaches will be incorporated in the learning and practice of techniques and strategies. Students will apply several models of pedagogical methods such as cooperative learning, flipped classroom and project based learning. Students will conduct web research on effective research based instructional practice. Knowledge of different categories of special education students and how to differentiate for their learning needs are presented. A 20 hour field experience is required.

Required Books:
What Every Middle School Teacher Should Know  Third Edition
By Dave F. Brown & Trudy Knowles

- the latest discoveries in neuroscience that inform practical strategies for improving student learning
- the most recent research on physical, socio-emotional, cognitive, and identity developmental processes
- the impact of technology and social media on students' lives and learning
- new research in middle level education supporting the development of genuine middle schools
- concrete ways to meet new content standards while implementing true curriculum integration
- explicit ways teachers can make the transition from theory to practice in their own classrooms.

Teach Like A Champion 2.0: 62 Techniques that Put Students on the Path to College
By Doug Lemov & Norman Atkins

This teaching guide is a must-have for new and experienced teachers alike. Over 700,000 teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from classroom management to inspiring student engagement, you will be able to perfect your teaching practice right away.

A Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra)
By Barbara Oakley

In A Mind for Numbers, Dr. Oakley lets us in on the secrets to learning effectively—secrets that even dedicated and successful students wish they'd known earlier. Contrary to popular belief, math requires creative, as well as analytical, thinking. Most people think that there's only one way to do a problem, when in actuality, there are often a number of different solutions—you just need the creativity to see them. Rather, studying a problem in a laser-focused way until you reach a solution is not an effective way to learn. Rather, it involves taking the time to step away from a problem and allow the more relaxed and creative part of the brain to take over. The learning strategies in this book apply not only to math and science, but to any subject in which we struggle. We all have what it takes to excel in areas that don't seem to come naturally to us at first, and learning them does not have to be as painful as we might think!
**Student Learning Outcomes:** The learning outcomes for this course are extensive. This is a foundational, comprehensive course to prepare you for the unique role of teaching young adolescents. The course is demanding and fast-paced. It is imperative that you commit to study outside of class hours and come prepared EVERY week.

1. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
2. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
3. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
4. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
5. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
6. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
7. Become knowledgeable about local, state, and national middle level curriculum standards and ways to assess the student knowledge reflected in those standards.
8. Know how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum.
9. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents.
11. Understand how to develop, implement, and assess advisory and other student advocacy programs.
12. Become knowledgeable of strategies that attend to the social and emotional needs of young adolescents.
13. Understand the principles of instruction and the research base that supports them.
14. Know and demonstrate a wide variety of teaching, learning, and assessment strategies Be able to identify the most effective ways to implement them.
15. Know how to structure higher order thinking questions and tasks into a lesson.
16. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
17. Know effective, developmentally responsive classroom management techniques.
18. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).
19. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
<table>
<thead>
<tr>
<th>Date</th>
<th>Preparation: Watch-Read-Reflect</th>
<th>Topic/Learning Outcome</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Why Teach Middle Level?</td>
<td>Mid-Teacher</td>
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<td></td>
<td>Physical Needs</td>
<td>Chapter 1 and 2</td>
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<td>9/9</td>
<td>Social and Emotional Needs</td>
<td>Mid-Teacher</td>
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<td>Chapters 4 and 5</td>
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<tr>
<td>9/16</td>
<td>The Adolescent Brain- A work in progress</td>
<td>Mid-Teacher</td>
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<td>Chapter 3</td>
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<td>9/23</td>
<td>School Structures that support the unique needs of young adolescents</td>
<td>Mid-Teacher</td>
<td>Developmentally Responsive Middle School</td>
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<td>Teaming</td>
<td>Chapter 3</td>
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<td>Flexible Schedule</td>
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<td>Exploratory Curriculum</td>
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<td>9/30</td>
<td>Curriculum Integration &amp; Interdisciplinary Teaming</td>
<td>Mid-Teacher</td>
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<td>Chapters 9 and 10</td>
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<tr>
<td>10/7</td>
<td><em>The Art of Teaching &amp; Its Tools</em>&lt;br&gt;<em>How to Learn</em></td>
<td>Champion – Intro Chapters 1 &amp; 2</td>
<td>Team Interdisciplinary Unit</td>
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<td><em>A Mind For Numbers</em></td>
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<td>Chapters 1,2,3</td>
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<td>10/14</td>
<td>Teaching for Social Justice&lt;br&gt;Special Education A to Z</td>
<td>Readings on Blackboard</td>
<td>Ethnographic Field Study</td>
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<td><em>A Mind For Numbers</em></td>
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<td>Chapters 4 - 7</td>
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<tr>
<td>10/21</td>
<td>Academic Ethos&lt;br&gt;Making Learning Meaningful&lt;br&gt;Student Centered Teaching&lt;br&gt;Understanding Student Motivation&lt;br&gt;<em>Getting Better at Learning</em></td>
<td>Champion – Chapters 3,4,</td>
<td>Life in the Day of a Middle School</td>
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<td><em>A Mind For Numbers</em></td>
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<td>Chapters 8.9.10</td>
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<td>10/28</td>
<td>Creating Classroom Culture</td>
<td>Champion-Part 4</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resource/Activity</td>
<td>Notes</td>
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<tr>
<td>11/4</td>
<td>Models for Lesson Planning</td>
<td>Champion</td>
<td>Classroom Management Plan</td>
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<td>11/11</td>
<td>Champion Applied – Demonstration Lessons</td>
<td>Champion</td>
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<td></td>
<td><strong>Interdisciplinary Units</strong></td>
<td><em>A Mind For Numbers</em></td>
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<td><strong>Strategies to Make Learning Stick</strong> (Like Gorilla Glue, not a post-it)</td>
<td><strong>Champion – Building Character &amp; Trust – Chapter 12</strong></td>
<td>Lesson Plan</td>
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<td><strong>The Joy Factor in Learning</strong></td>
<td><em>A Mind For Numbers</em></td>
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<tr>
<td>11/25</td>
<td>Pedagogical Models of Engaged Learning</td>
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<td>Cooperative Learning</td>
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<td>Flipped Classroom</td>
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<td>Project-Based Learning</td>
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<tr>
<td>12/2</td>
<td>Student Assessment &amp; Evaluation Authentic Assessment s</td>
<td>Readings on Blackboard</td>
<td>Suitcase of Instructional</td>
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<td>Standardized /STARR Testing</td>
<td>Champion Chapter 2</td>
<td>Strategies</td>
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<td>Data to inform instruction</td>
<td>Mid-Teacher Chapter 12</td>
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<tr>
<td>12/14</td>
<td><strong>Finals Week</strong></td>
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<td>CT Signed - 20 Hour Field Log</td>
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<td>Due</td>
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COURSE ASSESSMENTS / Point Value

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Class Engagement  14 @ 25 pts</td>
<td>350</td>
</tr>
<tr>
<td>Developmentally Responsive Middle School</td>
<td>100</td>
</tr>
<tr>
<td>Interdisciplinary Unit</td>
<td>50</td>
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<tr>
<td>Ethnographic Study – School and Community</td>
<td>75</td>
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<tr>
<td>A Day in the Life of a Middle Schooler Shadow Study</td>
<td>75</td>
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<tr>
<td>Classroom Management &amp; Discipline Plan</td>
<td>100</td>
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<tr>
<td>Lesson Plan</td>
<td>50</td>
</tr>
<tr>
<td>20 Hrs Field Based Log</td>
<td>100</td>
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<tr>
<td>Suitcase of Instructional Strategies</td>
<td>100</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>1000</td>
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</tbody>
</table>

GRADING SCALE (TOTAL POSSIBLE POINTS=1000)

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
</tr>
<tr>
<td>B</td>
<td>830-929</td>
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<tr>
<td>C</td>
<td>730-829</td>
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<tr>
<td>D</td>
<td>630-729</td>
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<tr>
<td>F</td>
<td>Below 620</td>
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</table>

Course Alignment to AMLE National Standards
The UTA middle level teacher preparation program aligns with the Association of Middle Level Educators (AMLE) standards of excellence. All candidates in the program will build a professional portfolio.
documenting performance to the standard. This course is foundational to your preparation and addressed major elements of the standards. The following AMLE Standards address the professional knowledge, skills and demonstrations you are held to as a mid-level teacher candidate. The UTA Mid-level program is an accredited, nationally recognized program; your assurance that UTA mid-level meets high standards.

Below are the Association for Middle Level Education Middle Level Teacher Preparation Standards, and the complete standards with elements listed on pages. These standards guide the program outcomes and the key assessments documenting your competence. Multiple courses require you to post key assessments in Tk20. These key assessments guide the development your professional portfolio.

**Association for Middle Level Education Middle Level Teacher Preparation Standards**

**PRINCIPLE A: THE LEARNER AND LEARNING**

**Standard 1. Young Adolescent Development**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

**PRINCIPLE B: CONTENT**

**Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**PRINCIPLE C: INSTRUCTIONAL PRACTICE**

**Standard 4: Middle Level Instruction and Assessment**
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES**

**Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

**State Domains and Competencies:**

**TEXES Domain I, Competency 004**

The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**TEXES Domain II, Competency 005**

The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment.

**TEXES Domain III, Competency 007**

The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**TEXES Domain III, Competency 008**

The teacher provides appropriate instruction that actively engages students in the learning process.

**TEXES Domain III, Competency 009**

The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**TEXES Domain III, Competency 010**

The teacher monitors student performance and achievement; provides students with high-quality feedback; and responds flexibly to promote learning for all students.

**TEXES Domain IV, Competency 011**

The teacher understands the importance of family involvement in
children’s education and knows how to interact and communicate effective with families.

**Department Policies**

University of Texas at Arlington

College of Education

Conceptual Framework

The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula,
assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible **Partners for the Future**—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**Attendance**
Attendance in the course is expected as the engagement in the material is essential to learning. The majority of what happens in class cannot be made up with readings. Department policy dictates that on the second absence the course grade will be reduced one letter grade; the course grade will be a B at best. After the third absence, the
course grade will be a C at best. Beginning with the fourth absence, the course grade will be an F. *The instructor reserves the right to use discretion regarding absences in extraordinary circumstances.

NOTE: This policy does not preclude the points awarded for seminar participation. If you miss class, you will miss the seminar points. If you have a serious and extraneous circumstance regarding class, attendance points can only be awarded if the instructor deems the absences were extraordinary and additional project(s) assigned by the instructor.
**Instructor Policies:**

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Diane Galloway.”

**University Mission:**

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

**College Mission:**

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Effective teaching; Active learning; Quality research; and Meaningful service

**PROFESSIONAL DISPOSITIONS STATEMENT** (Approved by Teacher Education Council, 2-7-2012)

Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.

I. **PROFESSIONAL DISPOSITIONS GUIDELINES**

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.1 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. **Professional Demeanor:** TAC Standards 1.9, 1.10, 2.1 through 3.9

   • Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     o Accepts decisions made by institutional authority.
     o Treats others in a just and equitable manner.
• Maintains composure and self-control.
  - Responds positively to constructive criticism.
  - Follows appropriate channels of communication/authority.
  - Reacts professionally (calm and patient) when under stressful situations.

B. **Professional Practices**: TAC Standards 1.1 through 3.9
• Complies with class and program requirements
  - Attends classes, trainings, and field experiences.
  - Arrives on time and remains for the duration.
• Is prepared, engaged, and meets deadlines.
• Demonstrates academic integrity and honesty.
• Maintains appropriate confidentiality at all times.
• Demonstrates compliance with all laws and regulations.
• Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

C. **Professional Appearance**: TAC Standards 1.7, 1.10, 2.5
• Displays personal appearance and/or hygiene appropriate for professional settings.

D. **Professional Language/Communication**: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
• Uses appropriate and professional language and conduct.
• Works effectively, collaboratively, and equitably with others.
• Receives feedback in a positive manner and makes necessary adjustments.
• Uses electronic and social media appropriately, e.g., texting, Facebook, LinkedIn.
• Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
• Uses UT Arlington email as official university form of electronic communication and information. Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

**WRITING CENTER**: The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit https://uta.mywconline.com/ to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

**University Policies**

**Academic Integrity**: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for
credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Go to UTA Website for information: [http://www.uta.edu/studentaffairs/judicialaffairs/](http://www.uta.edu/studentaffairs/judicialaffairs/)

For definitions of cheating, plagiarism, and collusion go to the Rights and Responsibilities Brochure on the left side of the web page. Be sure to view the plagiarism tutorial.

Medical Reimbursement: University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based experiences or student teaching. The university will not reimburse the student for any expenses related to injuries or illness.

Grade Grievance: The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal channels are to express your concerns in writing first to the course instructor, then to the appropriate department chair or program director, then to the academic dean, and then to the Provost.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://www.uta.edu/ses/fao](http://www.uta.edu/ses/fao)).

Undergraduate Withdrawal Policy: Effective May/Summer Term 2006 and thereafter, a student may withdraw from all courses for the current session/term from the First Class Day until a point in time two-thirds of the way through the session/term by contacting their major academic department (or the
University Advising Center for undeclared students) for appropriate advisement and removal from the coursework. A student who elects to withdraw on the first day of class or thereafter will incur financial responsibility to the University as regulated by Student Financial Services at www.uta.edu/fees. Students are responsible for adhering to the following regulations concerning withdrawal from the University.

a) A student may withdraw from the University with grades of "W" until the two-thirds point in the semester/term. A student may be removed from a course after that point only upon approval of the appropriate official.
b) Students who enter the University Fall 2006 or thereafter are limited to a total of 15 hours with a grade of "W" during their academic career at UT Arlington.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long
sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

*Exceptions to this policy may be entertained due to extraordinary non-academic circumstances. Under such circumstances, approval must be received from the coursework instructors and major department chair, dean, and Office of the Provost.*

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hall and down two flights of stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.
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Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.