

ARCH 4314/5314: Historic Preservation
Fall 2017

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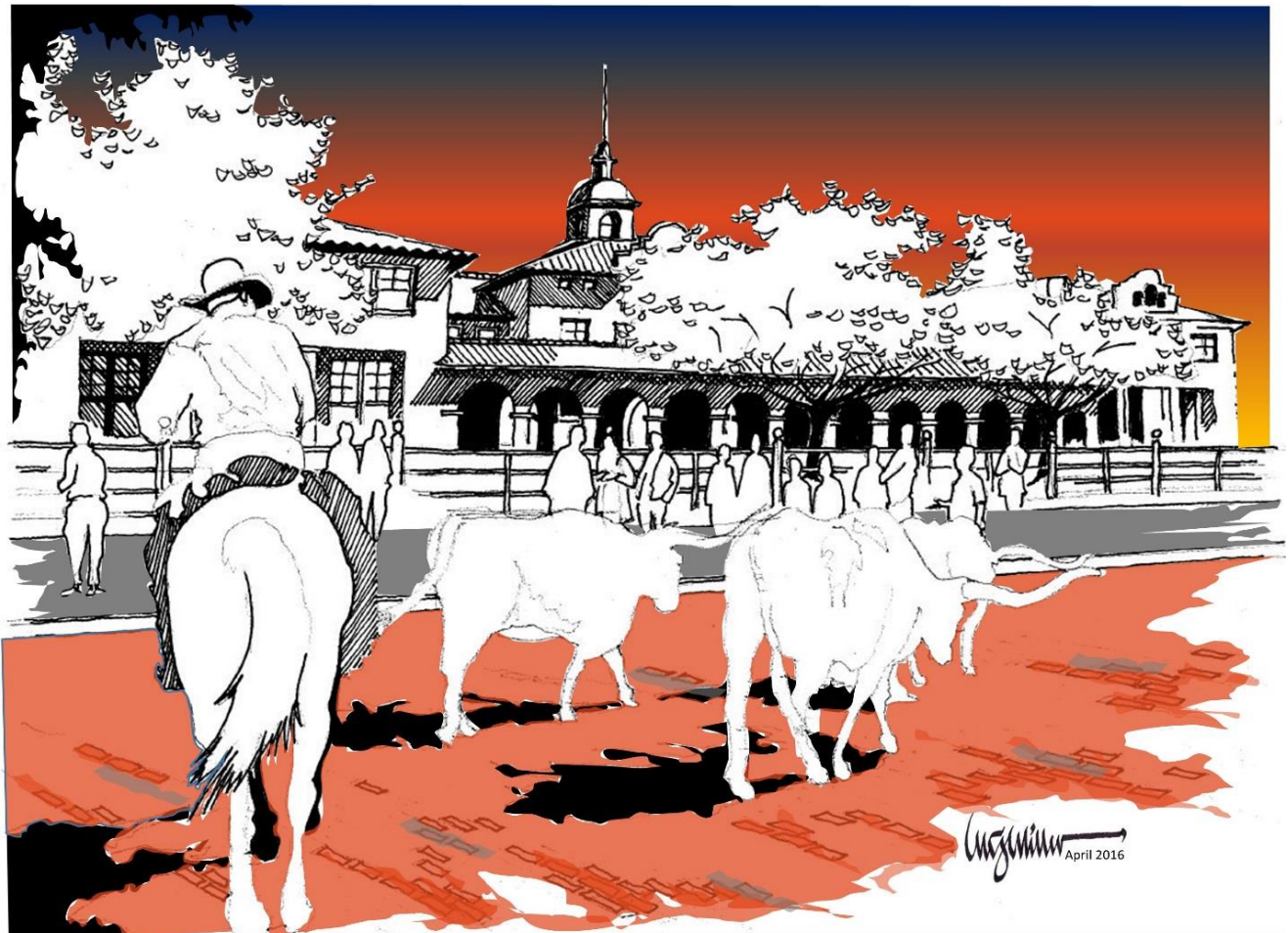
Faculty Profile: <https://mentis.uta.edu/public/#profile/profile/edit/id/25487/category/1>

Office Hours: By appointment, Tuesdays 6:15 PM – 6:45 PM
Electronic (available to address questions) Tuesday – Friday 12:00 PM – 1:00 PM

The best way to contact me is through email but give me a day or two to respond. Please feel free to drop by during office hours if you would like to discuss course matters – I look forward to your visit.

Section Information: ARCH 4314/5314

Time and Place of Class Meetings: CAPPA Building, Room 330, Tuesdays 7:00 – 9:50 PM



Designated as a National Historic District in 1976, the Fort Worth Stockyards is one of the nation's most important "places". The significance of the Stockyards in the history of Fort Worth is evident by the city's nickname, "Cowtown," and the adoption of the longhorn head as an emblem for the City of Fort Worth. The longhorn therefore greatly contributes to the character of the Stockyards and the image of Fort Worth

Description of Course Content: The principles underpinning this course will illustrate a 140-year conversation with professionals, skilled tradespeople, property owners, legislators, policy developers, and decision-makers about historic preservation and it aims to offer an appreciation for the tools, principles, and practices that can serve to inform design decisions regarding change affecting the historic built environment. This course will enhance our understanding about the important past and a desired future state. It will provide opportunities for participants to ask, "What is important about our property, on our street, to our community, to the city, state, nation, or even to humankind?" and "What parts of our past can and should we preserve for the benefit of present and future generations?"

This class brings an overview of historic preservation, with reference and case studies to the approaches, practices, and the potential for lessons to be learned from a range of jurisdictions and other countries. The class is designed to examine the purpose of historic preservation in the context of a multidisciplinary framework and to explore how laws, regulations, policies, standards, and guidelines can shape how we intervene, preserve, or do not preserve the built historic environment.

As architects, designers, builders, users, and decision-makers, it is incumbent upon us to look at the historic built environment in different ways, ask different questions of the past, learn about the significance of our built environment, and importantly, how best to apply design approaches that respond well to regulations, budgets, and functional requirements as well as to geography, technology, climate, and context. Historic preservation is an important way for us to transmit our understanding of the past to future generations and this course will set out to heighten our awareness regarding the role of the architect as a key player who is strategically positioned to influence the future of our past.

Student Learning Outcomes: This course is intended to provide an introduction and overview of historic preservation and equip the student with the tools necessary to appreciate the critically-important role that architects can play while working within the historic built environment. In particular, this course will lay the foundation for students to meet the following broad objectives:

- To gain an understanding of the purpose of historic preservation and the principles that underpin design approaches.
- To be able to critically think about why and how preservation is undertaken, including matters of significance, integrity, protection, commemoration, and interpretation.
- To gain an appreciation of the complexities and diversities of the historic built environment and the importance of multidisciplinary approaches.
- To gain an appreciation for the necessity for research, documentation, evaluation, analysis, and interpretation in preservation.
- To gain an appreciation for the laws, regulations, policies, and guidelines that inform design decisions.
- To gain an understanding of the role of the architect in historic preservation.
- To gain an appreciation for communication, presentation, and design review.
- To engage students in discussion and analysis of ideas about real-world cases that have informed design decisions.
- To apply the resources and knowledge gained to a real-world project.

Required Textbooks

Fitch, James Marston. *Historic Preservation: Curatorial Management of the Built World.*

Charlottesville, VA: Univ of Virginia Press, 1990. ISBN: 0813912725 (on reserve at UTA bookstore)

Page, Max, and Randall Mason. *Giving Preservation a History: Histories of Historic Preservation in the United States.* New York, NY: Routledge, 2003. ISBN: 9780415934435. (on reserve)

Berke, Deborah and Steven Harris. *Architecture of the Everyday.* New York, NY: Princeton Architectural Press, 1997. (on reserve)

Optional Textbook

Jacobs, Jane. *The Death and Life of Great American Cities.* New York, NY: Random House, 1961. (on reserve after September 1, 2017)

Course Schedule

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.

Week 1 Introduction to Historic Preservation: Purpose, Objectives, and Terminology	August 29, 2017 Required Reading Millennials Prefer Revitalized Historic Areas not Malls http://www.moderncities.com/article/2017-jul-millennials-prefer-revitalized-historic-areas-not-malls Sixth Floor Museum, Dallas https://www.youtube.com/watch?v=XlnzYPhP2XA For Further Reading (Optional) National Trust for Historic Preservation: http://www.preservationnation.org/ Texas Historical Commission: http://www.thc.state.tx.us Preservation Texas: http://www.preservationtexas.org Preservation Dallas: http://www.preservationdallas.org City of Fort Worth Historic Preservation: http://fortworthtexas.gov/planninganddevelopment/historic-preservation/ Historic Fort Worth: http://www.historicfortworth.org Dallas Center for Architecture: http://dallascfa.com
	Assignment 1- Research and Meaning https://www.dmagazine.com/frontburner/2015/07/the-history-of-dallas-urbanism-in-the-story-of-a-seafood-restaurant/

Week 2 Why preserve? Social, Economic and Cultural Considerations	September 5, 2017 Recap Discussion: Assignment 1 Presentations: Assignment 1 + Photograph at Commerce/Griffin Required Reading <i>Rethinking the Roots of the Historic Preservation Movement</i> in Page, Max, and Randall Mason. <i>Giving Preservation a History: Histories of Historic Preservation in the United States</i>. New York, NY: Routledge, 2003. ISBN: 9780415934435. https://www.dmagazine.com/frontburner/2015/07/the-history-of-dallas-urbanism-in-the-story-of-a-seafood-restaurant/ https://www.dart.org/newsroom/MonroeShopsHistoryandPreservation.pdf For Further Reading (Optional) “The Need for Old Buildings,” in <i>The Death and Life of Great American Cities</i> “Why Preserve the Prototype?” in <i>Historic Preservation: Curatorial Management of the Built World</i>
	Assignment 2- Why Preserve?
Week 3 Historic Preservation Laws and Regulations	September 12, 2017 Recap Discussion: Assignment 2 Presentations: Assignment 2 Required Reading http://www.nbcdfw.com/news/local/Plano-Debates-Future-of-Historic-House-285427911.html City of Plano Historic Preservation Ordinance (2007) http://www.plano.gov/DocumentCenter/Home/View/25451 For Further Reading (Optional) National Historic Preservation Act http://www.achp.gov/nhpa.html Texas Antiquities Code: http://www.thc.state.tx.us/project-review/antiquities-code-texas City of Fort Worth Historic Preservation Ordinance http://library.amlegal.com/nxt/gateway.dll/Texas/ftworth_tx/cityoffortworthtexascodeofordinances/appendixazoningregulations/chapter4districtregulations?f=templates\$fn=default.htm\$3.0\$vid=amlegal:fortworth_tx\$anc=JD_App.ACh.4
	Assignment 3-Research and Documentation

Week 4 Site Visit	September 19, 2017 Site visit to Masonic Lodge and Stage Coach, 2408 N Main Street, Fort Worth Stockyards – Arrive at site at 7:30 pm Required Reading Secretary of the Interior’s Standards for the Treatment of Historic Properties https://www.nps.gov/tps/standards/treatment-guidelines-2017.pdf For Further Reading (Optional) Venice Charter http://www.international.icomos.org/charters/venice_e.pdf Athens Charter http://www.getty.edu/conservation/publications_resources/research_resources/charters/charter04.html Burra Charter http://australia.icomos.org/publications/charters
Week 5 Significance, Integrity, Protection, Commemoration and Interpretation	September 26, 2017 Discuss site visit from Week 4 in relation to Preservation Principles from Required Readings. Discuss site visit from Week 4 in relation to Significance and Integrity Required Reading https://www.dallasnews.com/news/dallas-city-hall/2015/04/01/historic-preservation-task-force-pushes-proposal-that-makes-dallas-past-part-of-its-future http://www.preservationdallas.org/wp-content/uploads/2015/04/Dwtn-HP-TF-FINAL-Report-4-1-15-sm.pdf For Further Reading (Optional) Evaluating Historic Resources in Texas:http://www.thc.texas.gov/public/upload/preserve/survey/survey/Evaluating%20Historic%20Resources.pdf National Register Bulletin: https://www.nps.gov/nr/publications/bulletins/nrb15/nrb15_5.htm
	Assignment 4- Significance and Integrity

Week 6 Historic Preservation and Culture: Whose history deserves preservation?	October 3, 2017 Recap Discussion: Assignment 3 Recap Discussion: Assignment 4 Presentations: Assignment 4 Required Reading “The Heritage as a Cultural Resource,” in Historic Preservation: Curatorial Management of the Built World
	In-class Quiz # 1: Utilization, Preservation, and Urban Contexts

Week 7 The Economics of Historic Preservation	October 10, 2017 Required Reading “The Economic Sense of Retrieval and Recycling” in Historic Preservation: Curatorial Management of the Built World http://www.thc.texas.gov/preserve/projects-and-programs/preservation-tax-incentives/federal-historic-preservation-tax http://www.thc.texas.gov/preserve/projects-and-programs/preservation-tax-incentives/texas-historic-preservation-tax-credit http://fortworthgov.granicus.com/MediaPlayer.php?view_id=5&clip_id=2564 <u>COA16-100 2408 N Main; Zoned PD-1017/HSE Stockyards Owner: Murrin Bro 1885, Ltd. Agent: Bennett Benner Partners</u> For Further Reading (Optional) http://www.thc.texas.gov/preserve/projects-and-programs/certified-local-government/grant-information http://www.placeeconomics.com/wp-content/uploads/2012/02/economic-impacts-of-hp.pdf http://www.placeeconomics.com/wp-content/uploads/2011/03/catalytic-study-final-version-june-2014.pdf http://www.thc.state.tx.us/public/upload/publications/economic-impact-historic-preservation.pdf
	Assignment 5 – Economic Opportunities and Challenges

Week 8 Historic Preservation and Sustainability	October 17, 2017 Recap Discussion: Assignment 5 Presentations: Assignment 5 Required Reading http://www.preservationnation.org/information-center/sustainable-communities/green-lab/lca/The Greenest Building lowres.pdf http://www.dallasobserver.com/news/dallas-pursuit-of-endless-growth-is-a-pyramid-scheme-bound-to-collapse-7478083
	In-class Quiz # 2: Significance, Principles, and Regulations

Week 9 Research, Investigation, Documentation, Evaluation, and Analysis	October 24, 2017 Recap Discussion: Quiz # 2 Required Reading National Park Service Preservation Brief 43: The Preparation and Use of Historic Structure Reports https://www.nps.gov/tps/how-to-preserve/briefs/43-historic-structure-reports.htm For Further Reading (Optional) University of Virginia Rotunda Historic Structure Report: http://www.officearchitect.virginia.edu/index.php/documents/item/127-rotunda-historic-structure-report
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Week 10: Designing within Historic Contexts: International Cases Informing Design Decisions	October 31, 2017 Recap Discussion: Assignment 6 Presentations: Assignment 6 Case Study: Proposed mixed use development comprising car parking, residential, retail/commercial space, ancillary and servicing facilities Car Park Garden Street Hebden Bridge West Yorkshire, UK Required Readings Planning Policy Guidance Note 15, Planning and the Historic Environment, UK http://webarchive.nationalarchives.gov.uk/20080727171655/http://www.communities.gov.uk/publications/planningandbuilding/planningpolicyguidance8
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	http://www.hebdenbridgetimes.co.uk/news/wonky-homes-plan-thrown-out-1-1814055 http://www.yorkshirepost.co.uk/news/inspector-rejects-163-10m-plan-for-wonky-homes-1-2349542 https://www.architectsjournal.co.uk/news/council-turns-down-studio-baads-controversial-hebden-bridge-scheme/1883089.article http://www.yorkshirepost.co.uk/news/council-tears-up-development-deal-after-rejecting-town-plan-1-2581068 https://portal.calderdale.gov.uk/online-applications/applicationDetails.do?activeTab=documents&evVal=JKJNDTDW0FV00 Conservation Area Statement Design & Access Statement Contextual Views Elevations Proof of Evidence of M. G. Miller Appendices to Proof of Evidence of M. G. Miller Appeal Statement
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Week 11 Historic Preservation Technology	November 7, 2017 Recap Discussion: Assignment 6 Presentations: Assignment 6 Required Reading Secretary of the Interior's Standards for the Treatment of Historic Properties: https://www.nps.gov/tps/standards.htm http://articles.latimes.com/2004/jul/29/local/me-stonechurch29 http://www.missionsjc.com/religion-spirituality/churches/ruins-of-the-great-stone-church/ For Further Reading (Optional) Getty Conservation Institute: http://www.getty.edu/conservation/index.html Association for Preservation Technology: http://www.apti.org "Restoration of the Mission San Juan Capistrano Great Stone Church", in The Journal of California Mission Studies Association Boletín, v22, no. 1, 2005
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Week 12 Preservation of the Ordinary	November 14, 2017 Recap Discussion: Historic Preservation Technology Required Reading “Everyday Architecture,” Steven Harris. In Architecture of the Everyday
	In-class Quiz # 3: Protection, Treatments, and Laws

Week 13 Preservation of Contemporary Culture and Sites of Challenging Social/Cultural Memory	November 21, 2017 Recap Discussion: Quiz # 3 Last Seat at the Astrodome, Houston http://preservethedome.com/shortfilm Introduction to Final Project: Historic Buildings at Risk Resources for Final Project Most Endangered Historic Places (Dallas) http://www.preservationdallas.org/advocacy/endangered-places/ The 2017 Most Endangered Places List, Fort Worth http://historicfortworth.org/wp-content/uploads/2017/05/2017-BOOKLET_MEP-1.pdf Texas’ Most Endangered Places http://historicfortworth.org/wp-content/uploads/2017/05/2017-BOOKLET_MEP-1.pdf America’s 11 Most Endangered Historic Places: A Retrospective Guide https://savingplaces.org/guides/11-most-endangered-retrospective-guide#.WZiRviiGOUk Milestone 1 - Select building for Final Project by end of Week 13 class
	In-class Quiz # 4: The Houston Astrodome

Week 14 Preservation as a Profession: The Role of the Architect	November 28, 2017 Recap Discussion: Quiz # 4 Required Reading Training for Professional Preservation: Preservationists, Conservationists, Craftsperson (pp. 349-355) in Fitch, James Marston. <i>Historic Preservation: Curatorial Management of the Built World</i>. Charlottesville, VA: University of Virginia Press, 1990. ISBN: 0813912725 Introduction to Final Project: Historic Buildings at Risk Milestone 2 – Submit bibliography from research by the end of Week 14 class
Week 15 Final Project	December 5, 2017 Class Discussion: Final Project For Further Reading (Optional) Review All from Weeks 1 - 13 Milestone 3 – Submit Draft for Final Project by end of Week 15 class
	Class Time: Final Project
Week 16 Final Project	December 12, 2017 Class Time: Final Project Milestone 4 – Presentation of Final Projects and submission of paper by end of Week 16 class

Course policies (detailed policies are at the end of this syllabus) •

Attendance: The University of Texas at Arlington does not require recording attendance but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance sporadically. Attendance, participation, and completion of your work are basic expectations for any class. Specific expectations are laid out in the course schedule below to avoid conflicts and to ensure a common understanding. If at any point you are having trouble, please talk to me outside of class sooner rather than later. I am happy to help you devise work plans and strategies for success early but not to hear excuses after the fact.

Attendance is required. More than two unexcused absences will be grounds for lowering of final grade by one full grade. While I do understand that life can conflict with class, the semester is only 16 weeks long. Missing a full week means you have missed an enormous amount of material and lose the ability to learn from and share with your fellow students.

Bring your reading packet, class notebook, and textbook to each class meeting. Take notes – but no laptops, iPads, or cell phones are to be used during class. Even though there are no exams in this class, it will help you focus your thoughts to write down points that are intriguing or elemental to the development of the course. See “What You Miss When You Take Notes on Your Laptop” in the Harvard Business Review (July 2015): <https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>

Late Submissions. Submitting assignment and papers is not acceptable. Due dates are clearly marked on your syllabus. Plan ahead – do not wait until the last minute as the expectations have been laid out well in advance. Papers are due in class – papers turned in after class lose 20% for each day that they are late. All assignments must be completed and turned in to pass the class.

Participate. Ask questions, share ideas, respond to others. By discussing your ideas and having to defend them to others, they become more real and more concrete. Disagreement and counterpoint are welcome – but respect is essential. Failure to treat your colleagues with courtesy during discussion and peer review will not be tolerated. •

Collaborate. An extension of participation is developing good, open communication with your colleagues that lets you share information outside of class. You can make this happen.

Attendance

For the purposes of grade reporting, attendance and/or date last attended is defined as one of the following for all face to face and online courses:

- Physically attended a class and/or participated in an online discussion.
- Turned in an assignment and/or took an exam.
- Communicated with someone, in any documentable format, about the academic subject
- studied in the course.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading:

- Class Participation and Presentations – 15%
- Assignments (6 @ 7.5%) – 45%

- Quizzes (4 @ 2.5%) – 10%
- Final Paper or Project – 30%

Students will be graded as follows:

Class Participation and Presentations – attendance at all classes is required and students will be graded each class for their level of participation relevant to the class discussion and assignments. Presentations shall be organized, thoughtful, legible, relevant, well-communicated, and of a standard commensurate with the course level.

15% of the student's grade will be comprised of class participation and presentations.

Assignments – students will be graded on each of six assignments demonstrating the student's comprehension of weekly subject matters, their use of required readings and helpful sources, and their application of lessons learned to a set of circumstances. Students will be graded on the organization, thoughtfulness, legibility, relevance, and communication of their assignment submissions at a standard commensurate with the course level. Assignments shall be presented/submitted at the beginning of the class following the week that the assignment was issued. It is recommended that assignments be undertaken in groups of three,

45% of the student's grade will be comprised of a total of six assignments.

Quizzes – students will be graded on each of four quizzes demonstrating the student's comprehension of weekly subject matters, their use of required readings and helpful sources, and their application of lessons learned to a set of circumstances. Students will be graded on the organization, thoughtfulness, legibility, relevance of responses to quizzes at a standard commensurate with the course level. Quizzes shall be completed before the end of the class which they are assigned.

10% of the student's grade will be comprised of a total of four quizzes.

Final Paper or Project – students will be graded on a final project that seeks to draw upon the range of issues, opportunities, and challenges learned during the full term and causes the student to consider an important place, having regard to the range of complexities that may arise when attempting to safeguard places of significance for future generations. Students will be graded for their identification of issues, organization of thoughtful approaches, and rationalization of a plan of action. The final submission shall be researched, legible, relevant, well-communicated, thought-provoking, and of a standard commensurate with the course level.

30% of the student's grade will be comprised of the final project.

Grading scheme: A = exceptional work, 90-100%

B = above average work, 80-89%

C = satisfactory/average work, 70-79%

D = below average work, 60-69%

F = unacceptable, 59 and below An "F" grade may be earned if a student reaches on or more of the following options:

Option 1 - In attendance/performed poorly

Option 2 - Stopped attending

Option 3 - Never attended or participated

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/aao/fao/>).

Disability Accommodations: UT 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)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) 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. Additional information is available at <https://www.uta.edu/conduct/>.

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

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. 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 individuals with disabilities.

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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Emergency Phone Numbers: [Optional but strongly recommended] 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. Non-emergency number 817-272-3381

LIBRARY library.uta.edu

RESOURCES FOR STUDENTS

Research or General Library Help

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches <http://libguides.uta.edu/researchcoach>

Resources

A to Z List of Library Databases libguides.uta.edu/az.php

Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do

FabLab fablab.uta.edu/

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections library.uta.edu/special-collections

Study Room Reservations openroom.uta.edu/

Teaching & Learning Services for Faculty

Copyright Consultation library-sc@listserv.uta.edu

Course Research Guide Development, Andy Herzog amherzog@uta.edu or your subject librarian

Data Visualization Instruction, Peace Ossom-Williamson peace@uta.edu

Digital Humanities Instruction, Rafia Mirza rafia@uta.edu

Graduate Student Research Skills Instruction, Andy Herzog amherzog@uta.edu or your subject librarian

Project or Problem-Based Instruction, Gretchen Trkay gtrkay@uta.edu

Undergraduate Research Skills Instruction, Gretchen Trkay gtrkay@uta.edu or your subject librarian.

OTHER RESOURCES

Environmental Health & Safety (<http://www.uta.edu/ehsafety>)