



Teaching Diverse Learners
EDUC 3301
Spring 2018



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Office Hours: 4PM – 5PM, Wednesday; Other times by Appointment ONLY

Section Information: EDUC 3301.001

Time and Place of Class Meetings: Science Hall 333, Wednesday 5:00-7:50PM

Description of Course Content: A survey course that focuses on effective differentiated instruction, assessment, and management strategies for working with diverse learners to build capacity for constructing a culturally responsive learning environment. Designed to provide increased self-awareness and insight into issues of diversity. Additionally, students will examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners. Students will evaluate multicultural context, demographics, and practices at a local school. This course requires students to spend a minimum of 20 hours a semester in a K-12 classroom.

Student Learning Outcomes: The learner will:

- *study the research on race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionalism, age, individual difference/ability and analyze related instructional connections*
- *demonstrate knowledge of the diversity present in the community, school, and nation, noting demographic shifts*
- *profile and analyze local school and classroom demographics noting issues related to race, ethnicity, culture, socioeconomic status, gender, language, religion, exceptionalism, age, individual difference/ability*
- *identify terms and concepts related to diversity in educational settings*
- *demonstrate knowledge of issues and trends in curriculum and instruction related to the accommodation and modification of environment and instruction for diverse populations*
- *demonstrate knowledge of legal issues and school responsibilities in relation to differing ability levels and exceptional populations (gifted and talented, learning disabled, speech/vision/hearing impaired, physical/emotional disability), inclusion, language diversity (bilingual education and English as a Second Language), gender issues (i.e., Title IX), religion in the schools (school prayer, tuition tax credits, censorship), and instructional responsibility in relation to special language needs of students*
- *identify verbal and nonverbal communication behaviors that might vary across different language/cultural groups and discuss how these can lead to communication difficulties in the classroom;*
- *demonstrate the ability to modify and accommodate instruction, assessment, and curricular materials to meet the needs of diverse populations in classrooms*
- *increase awareness and appreciation of the diversity in society with a particular emphasis on diversity of students, classrooms, and school environments*
- *research and discuss diversity from the perspective of a classroom teacher through immersion into a school environment and work with diverse student populations*

Required Textbooks and Other Course Materials: Gollnick & Chinn. (2016). *Multicultural Education in a Pluralistic Society*, Enhanced Pearson (eText with Loose-Leaf Version/Access Card Package), 10th Edition

Course Readings:

- (1) Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory Into Practice*, 34(3), 159-165.
- (2) Scieszka, J. (1995). The true story of the three little pigs. Dutton Books.
- (3) McIntosh, P. (1989), "White privilege: unpacking the invisible knapsack", *Peace and Freedom*, Vol. 49, pp. 10-12.
- (4) Aksu, B. (2005). Barbie against Superman,
<http://dergipark.ulakbim.gov.tr/jlls/article/viewFile/5000084126/5000078226>
- (5) Pollock, M. (2006). Everyday Antiracism in Education,
<http://www.understandingrace.org/resources/pdf/rethinking/pollock.pdf>

Videos:

- (1) "The Danger of The Single Story" TED Talk by Chimamanda Ngozi Adichie
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- (2) The Freedom Writers <http://www.youtube.com/watch?v=DcvsWXrS2PI>
- (3) It's Elementary: Talking About Gay Issues in School
<https://www.youtube.com/watch?v=EzrznSpf8V4&list=PL26179B5217BD52B9> (parts 1-5)
- (4) Gender gaps in STEM Education Section 1-- <http://www.youtube.com/watch?v=fW49eH9yg7E> and Section 2 --<http://www.youtube.com/watch?v=KHBffQCUMSk>
- (5) Skin Color Experiment: <http://www.youtube.com/watch?v=JcAuO0PNnrs>
- (6) "Race: The Power of Illusion" Clip 1: <https://www.youtube.com/watch?v=Y8MS6zublaQ>
Clip 2: <https://www.youtube.com/watch?v=GyuKJAG11Cw>
- (7) How Racist Are You? Jane Elliot's Blue Eyes/Brown Eyes Exercise:
<https://www.youtube.com/watch?v=Nqv9k3jbtYU>

Assignments:

- Reading Assignments: 30%
- Quizzes: 15%
- Differentiation Instruction Assignments: 10%
- Peer Collaboration and Activities: 15%
- Midterm: 10%
- Final Exam: 10%
- School Profile Project: 15%

Reading Assignment

- 5 Terms/Concepts: Select five terms/concepts from the readings whose meanings are important to an understanding of the author's ideas and/or the concepts presented in the chapter. List the term, the page number on which it appears, and a definition (from an online dictionary or as the author defines it). Cite the source of the definition.
- 4 Passages: As you read, you should underline or highlight key passages (a few sentences or phrases) that you think are important to understanding the reading. Select four of the passages that you think are most important. Copy the passages into your Countdown paper along with the page numbers. Write a 2-3 sentence explanation about why you selected each passage as important.
- 3 Main Ideas: What do you think the author wants you to remember after having read these chapters? Think of three key points or main ideas that the author is attempting to get across through his or her writing. Write a sentence or two for each main idea. These main ideas should *synthesize* the reading in your own words. They should *not* consist of *direct quotes* from the reading.
- 2 Connections: In 3-5 sentences each, make two connections between this reading and something else you've read or experienced. For example, respond to one or more of the following questions: How does this reading relate to any of the other assigned readings for this class? Did this reading remind you of something else you've read in another class? Have you had an experience that relates to something the author discusses?
- 1 Question: Write a question that you would like to ask the author or your classmates. This should be a question in which you seek to extend or clarify your thinking about the content of the chapter. We will discuss the questions in class.

Differentiated Instruction Assignment (details in class)

- For this assignment, you will create a differentiated lesson plan that demonstrates your knowledge for differentiating instruction to improve student learning, including making accommodations and modifications for students with exceptionalities (i.e., learning disabilities, English Learners, and other). Instructions will be provided in class.

School Profile Assignment (details in class)

- This major assignment will require you to observe actions of administrators, faculty, and students to understand diversity in today's schools. Your analysis will be large scale (e.g., school) and small scale (e.g., classroom). Based on what you have learned during class this semester and what you observed at your field placement, you will analyze your findings, provide recommendations, and share your reflections. More details will be provided in class.

Assignment Calendar

Week	Topic	Readings	Assignments
Week 1 (1/17)	Introduction Foundations of Multicultural Education	Ch. 1 Foundations of Multicultural Education Sign up for TK20 Video: The Danger of the Single Story (TED Talk) by Chimamanda Ngozi Adichie What is your positionality?	
Week 2 (1/24)	Foundations of Multicultural Education Race and Ethnicity Assign School Profile Project	Ch. 2 Race and Ethnicity Watch: Freedom Rider video, complete reflection <i>Other Readings as assigned</i>	<i>Quiz--Chapters 1-2</i> Assign School Profile Project
Week 3 (1/31)	Race/Ethnicity Cultural Responsiveness Understanding Cultural Background	Ch. 11 Education That is Multicultural Readings: Cultural Responsiveness Video: MLK Speech Write cultural background before class; post <i>Other Readings as assigned</i>	<i>Reading Assignment Ch. 1-2, 11</i>
Week 4 (2/7)	Class & Socioeconomic Status	Chapter 3: Class and Socioeconomic Status Article: Digital Divide <i>Other Readings as assigned</i>	
Week 5 (2/14)	Gender & Sexual Orientation	Chapter 4: Gender Chapter 5: Sexual Orientation	<i>Reading Assignment Ch. 3 - 5</i> <i>Quiz--Chapter 3, 4, 5</i> <i>Reminder: Collect School Profile Data</i>
Week 6 (2/21)	Religion & Language Progress on School Profile	Chapter 7: Language Chapter 8: Religion	<i>Reminder: Collect & Analyze School Profile Data</i>
Week 7 (2/28)	Applying What We've Learned: Cultural Responsiveness & Review	Ch. 11 Education That is Multicultural Quiz: Ch. 7 & 8	<i>Reading Assignment Ch. 7-8</i>
Week 8 (3/7)	Mid-Term Exams		Mid-Term Exams
Week (3/12- 3/16)	SPRING BREAK		
Week 10 (3/21)	Geography & The Youth Culture	Chapter 9: Geography Chapter 10: The Youth Culture	<i>Reading Assignment Ch. 9-10</i>

<p>Week 11 (3/28)</p>	<p>Exceptionality School Profile Draft--In class editing Data Driven Decisions Assistive technology and other tools for exceptionalities</p>	<p>Chapter 6: Exceptionality <i>Other Readings as assigned</i> <i>Exceptionalities:</i> https://www.teachervision.com/students-exceptionalities <i>IRIS: Exceptionalities:</i> https://iris.peabody.vanderbilt.edu/module/div/cresour ce/q2/p05/ https://www.teachingchannel.org/videos/differentiating-instruction https://www.edweek.org/tm/articles/2013/04/08/fp_armstrong.html <i>Understanding Assistive Technology:</i> https://www.edutopia.org/blog/film-festival-assistive-technology https://www.ctdinstitute.org/library/2017-10-05/intro-assistive-technology-video The Difference Between IEPs and 504 Plans", originally from the National Center for Learning Disabilities https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans?gclid=EAlaIQobChMI6cajqpzS2AIVRbXACH20ZgZxEAAAYASAAEgKu-PD_BwE Example of Assistive Technology (story): https://www.edutopia.org/video/assistive-technology-makes-difference-lukas-bratcher</p>	<p>Quiz--Chapters 9-11</p>
<p>Week 12 (4/4)</p>	<p>Differentiation Special Education Laws 504 v. IEP Tiered Instruction Response to Intervention (RTI)</p>	<p>Introducing: Differentiation, Tiered instruction Readings; 504 v. IEP; Laws for special education Tiered Instruction: Edutopia, Tiered Instruction--select one to watch: https://www.edutopia.org/practice/reaching-all-high-school-students-multi-tiered-approach (high school) and https://www.youtube.com/watch?v=khzkNRjsPBE (elementary) Differentiating Instruction: Differentiation: http://www.diffcentral.com/videos.html (Blue links for short Dr. Carol Tomlinson (Differentiation expert) 1 - 4 min. videos: "What is differentiation instruction?" And "Two misconceptions about DI...") Multiple Intelligences: https://www.edutopia.org/multiple-intelligences-research(Note: There is a link for assessing your own multiple intelligences, for fun!) Choose 1 of the videos below: Differentiation & Instruction: https://www.youtube.com/watch?v=mVRYSC8YyYA New Teacher Survival Guide: Differentiating Instruction: https://www.teachingchannel.org/videos/differentiating-instruction</p>	<p>Reading Assignment Ch. 9 – 10, Ch. 6 SCHOOL PROFILE DUE <i>Differentiated Instruction Assignment</i></p>

<p>Week 13 (4/11)</p>	<p>Behavior & Emotional Disorders English Learners</p>	<p><i>Other Readings as assigned.</i> Article <i>Academic Achievement of K-12 Students with Emotional and Behavior Disorders</i> by J. Ron Nelson, Gregory J. Benner, Kathleen Lane, and Benjamin Smith. http://kuscholarworks.ku.edu/bitstream/handle/1808/10968/Lane_Academic%20Achievement%20of%20K-12.pdf?sequence=1 Article: <i>Examining the influence of Teacher Behavior and Classroom Context on the Behavioral and Academic Outcomes for Students with Emotional or Behavioral Disorders</i> by Kevin S. Sutherland, Teri Lewis-Palmer, Janine Stricter, and Paul L. Morgan. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.331.7142&rep=rep1&type=pdf Reading p. 1- 13: <i>Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention</i> http://schools.nyc.gov/NR/rdonlyres/6AA00136-AE40-4976-947C-CF10EB3D5C20/0/InterventionGuide.pdf</p>	
<p>Week 14 (4/25)</p>	<p>Learning Disabilities and Dyslexia Inclusion</p>	<p><i>Other Readings as assigned</i> Access http://iris.peabody.vanderbilt.edu/. (Click on the "Resources" and then IRIS Resource Locator. Select the "Disability" topic. Click on "Information Briefs" for 2 readings--1. " IDEA 2004 Close-Up Evaluation and Eligibility for Specific Learning Disabilities" and 2. "Dyslexia Basics" or another disability of your choosing. Learning Disabilities: (video) PBS: http://www.pbs.org/video/2213494486/ The National Center for Learning Disabilities: https://www.youtube.com/watch?v=vG_xSBsFMPQ Dyslexia: TED Ed Talk: Video: inside the Dyslexic Brain: https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyslexia/video-inside-the-dyslexic-brain The Power of Dyslexia:http://thepowerofdyslexia.com/dyslexia-video/ Understanding Dyslexia: http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/what-is-dyslexia/video-about-dyslexia Yale Center for Dyslexia & Creativity: http://dyslexia.yale.edu/whatisdyslexia.html What could a Dyslexic look like in the classroom:http://dyslexia.yale.edu/Edu_dyslexicsinclassroomvideo.html <i>Other resource (Optional):</i> The National Center for Learning Disabilities, What is Dylexia? (A reading focus): https://www.youtube.com/watch?v=vKsifnCMuYY</p>	<p><i>Differentiated Instruction Assignment Rough Draft</i></p>
<p>Week 15 (5/2)</p>	<p>Crafting Instruction to Meet Students' Needs</p>	<p>TBA</p>	<p><i>Differentiated Instruction Assignment</i></p>
<p>Week 16 (5/7-5/11)</p>	<p>Semester Exams</p>		<p>Semester Exams</p>

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. –Dr. Leffingwell

Tk20: You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd. We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. Tk20 is a purchase that you will use throughout your program, but you purchase it once. The following listing provides key details about the use of Tk20 in your program of study.

- Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20:
<https://www.uta.edu/coed/academics/tk20/index.php> .

Professional Dispositions: Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

The College of Education Conceptual Framework serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

Attendance: At The University of Texas at Arlington, taking attendance is not required 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, [insert your attendance policy and/or expectations, e.g. “I will take attendance sporadically” or “I have established the following attendance policy: ...”] However, while UTA 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.” UTA 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: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.
Breakdown of grading for the course: See “Assignments”.

Make-up Exams: At the discretion of the professor

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 3 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. Every school or college must create his/her/its own grade grievance policy. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>; for graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>. For student complaints, see <http://www.uta.edu/deanofstudents/student-complaints/index.php>.

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://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UTA 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 UTA 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 UTA courses are expected to adhere to the UTA Honor Code:

I pledge, on my honor, to uphold UTA'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.

UTA 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: UTA 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. UTA'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, which is located [insert a description of the nearest exit/emergency 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.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php. In the case that you are unable to ascertain this information in time for your syllabus, you must be sure to

explain to your students on day one how best to exit the building. Inclusion of this verbiage as well as a brief discussion on the matter with your students at the beginning of the term is mandated by UTA Procedure 7-6: Emergency/Fire Evacuation Procedures (<http://www.uta.edu/police/EvacuationProcedures.pdf>)

Please subscribe to the MavAlert system at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

Student Support Services: UTA 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 UTA. 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: In case of an on-campus emergency, call the UTA Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Faculty members should feel free to incorporate any of the following information into your course syllabus or other course materials.

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,

Michelle Reed michelle.reed@uta.edu

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,

Michelle Reed michelle.reed@uta.edu

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>)