

## SYLLABUS – Fall 2018

### MUSI 3213 – Instrumental Materials and Techniques I

M/W/F: 8:00-8:50 AM - FA 303

#### COURSE DESCRIPTION

The purpose of this course is to prepare music education majors with an emphasis in instrumental music for success in the secondary instrumental music class. We will synthesize previous knowledge and skills to ensure that students receive the necessary information to develop an exemplary, curricular-oriented and comprehensive instrumental music program at the middle and high school levels. In addition, this course is especially directed at preparing teachers for a successful and educational first-year experience while providing a foundation for a lifetime of teaching and learning.

#### INSTRUCTOR CONTACT AND OFFICE HOURS

Instructor: Dr. Chris Evans

Email: christopher.evans@uta.edu

Telephone: 817-272-1049

Faculty Profile: <https://www.uta.edu/profiles/christopher-evans>

Office: Fine Arts Building 314

Office Hours: By Appointment – This ensures I can give you the undivided attention you deserve. Please email me or talk to me after class to secure a time.

#### REQUIRED TEXTS/OPTIONAL TEXTS

##### **Required:**

- Cooper, Lynn. *Teaching Band and Orchestra*. Second Edition. Chicago: GIA Publications, 2015.
- Error Detection: Exercises for the Instrumental Conductor – Student Edition by Robert Spradling

##### **Optional – (no need to purchase just for life-long learning):**

- Duke, Robert A. *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction*. Austin, TX: Learning and Behavior Resources, 2005.
- Garofalo, Robert. *Blueprint for Band*. Galesville, MD: Meredith Music, 2000.
- Jagow, Shelley. *Developing the Complete Band Program*. Galesville, MD: Meredith Music Publications, 2007.
- Miles, Richard. Ed. *Teaching Music Through Performance in Band/Orchestra*. Chicago: GIA Publications, 1997-2007.
- Casey, Joseph L. *Teaching Techniques and Insights for instrumental music educators*. Chicago: GIA Publications Inc., 1996.
- Hartmann, Donald L and Gillespie, Robert. *Strategies for Teaching Strings*. New York, NY: Oxford University Press, 2012.
- Rush, Scott. *Habits of a Successful Band Director*. Chicago, IL: GIA Publications Inc., 2006.
- Navarre, Randy. *Instrumental Music Teacher's Survival Kit*. Paramus, NJ: Parker Publishing Company, 2001.
- Lautzenheiser, Tim. *Music Advocacy and Student Leadership*. Chicago, IL: GIA Publications Inc., 2005.
- Millican, Si. *Starting Out Right, Beginning Band Pedagogy*. Plymouth, UK: Scarecrow Press, Inc., 2012.
- Cavitt, Mary Ellen. *On Teaching Band: Notes from Eddie Green*. Milwaukee, WI: Hal Leonard Corporation, 2012.
- Williamson, John E. *Rehearsing the Band*. Galesville, MD: Meredith Music Publications, 2008.
- Adolphe, Bruce. *What to Listen for in the World*. New York, NY: Second Limelight Editions, 1998.
- Levitin, Daniel J. *This Is Your Brain On Music: The Science Of A Human Obsession*. Strand, London: Penguin Books Ltd, 2006.
- Stotter, Douglas. *Methods and Materials for Conducting*. Chicago: GIA Publications, 2006.
- Garolfalo, Robert J. *Improving Intonation in Band and Orchestra Performance*. Ft. Lauderdale, FL, 1996.

## **STUDENT LEARNING OUTCOMES**

Student will be able to:

1. Develop, organize and implement an instrumental music program at the secondary school level.
2. Identify and select quality repertoire and instructional texts for band and orchestra of varying levels and discern implications of repertoire as curriculum.
3. Develop a broader understanding of teaching for comprehensive musicianship.
4. Identify objectives, plan, organize, and conduct effective instrumental ensemble rehearsals.
5. Analyze appropriate instrumental method books and materials relevant to developing technique and improving musicianship.
6. Examine developmental, social, and environmental issues relevant to the middle school and high school instrumental music classroom.
7. Form a basis for a deeper and broader understanding about the breadth and depth of music education and its importance in our society.
8. Develop and implement standards-based teaching strategies to meet *proficient and advanced* levels of the National and State Standards for Music Education within a performing ensemble.
9. Understand the resources available and the procedures needed to initiate a job search.
10. Understand the importance of professional communication and presentation in relation to the teaching profession.

## **TOPICAL OUTLINE**

A sampling of topics to be covered include:

- |                                  |                                    |                             |
|----------------------------------|------------------------------------|-----------------------------|
| -History of Instrumental Music   | -Philosophy of Music Education     | -Texas Standards/Advocacy   |
| -Repertoire & Curriculum         | -Auditions/Seating                 | -Public Relations           |
| -Concert Programming             | -Rehearsal Strategies              | -Handbooks/Organization     |
| -Personal Credo                  | -Instrumental repair               | -Instrumental Pedagogy      |
| -Budget and Financing            | -Trips/Contests                    | -Grading / Assessment       |
| -Instructional Material Adoption | -UIL/TMEA Guidelines               | -Student Leadership         |
| -Classroom Management            | -Personal/Professional Development | -Professional Communication |

## **COURSE ACTIVITIES**

1. Readings and written assignments
2. Class Discussions
3. Notebook/evaluation
4. Peer Teaching/Conducting Rounds
5. Observation evaluations
6. Class presentations

## **MATERIALS/BINDER**

- Baton
- Conductor Score for assigned repertoire piece
- Appropriate primary/secondary instruments on assigned days
- **3" 3-Ring Binder with clear cover**

**Organization:** The binder will take the place of a final exam and will contain all the information . The binder must be clearly labeled and reflect the class syllabus. A table of contents will be provided to the students.

**Contents:** For each section of the notebook as listed under "organization"

- Complete set of class notes for each lecture
- All handouts, assignments, supplementary materials from class
- Journal of public school teacher observations/notes from observations

## **PRACTICUM/OBSERVATION JOURNAL**

You will keep a log of all teaching observations and experiences with reflections/assessments after each occurrence. Hard copies of laptop notes must be printed out and placed in your binder. The college of education requires all music education students to observe outside of the university for a minimum of three (3) hours per class per semester. In order for you to receive credit for your observations, the following criteria must be met:

1. All large or small music ensemble classes at the beginning, middle, junior, or high school level taught by a certified instructor.
2. The teacher being observed must have been teaching a minimum of 5 years. While it is great to go observe your friends who just graduated, you need to observe teachers who are not brand new to the profession.

These observations require approval both by the course instructor as well as the district you will use for evaluation. A question form provided by the instructor shall also accompany all observations. The instructor observed that day must sign off observations. Failure to return signatures will result in loss of said observation hours.

## **EVALUATION/GRADING/ATTENDANCE POLICY**

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, I will take attendance every class. However, 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.

Attendance, active participation, and professional attitude in this course are assumed however, I understand there are times when you may have to miss class. Below is the attendance policy. You are responsible for the information given while you are absent.

1. You are allowed three absences from most classes for any reason (see item 2 below). You are responsible for any missed work. Official University activities with proper documentation are not counted towards the three absences. The student's final grade will be lowered 1 letter for each absence beyond the three allowed.
2. 3 tardies = 1 absence. A student is considered tardy if they are not in their seat by the time the professor begins talking or (on rehearsal lab days), are not in their seat with their instrument ready to tune at exactly 8am.
3. Students who miss class during teaching rounds must provide medical or University documentation in order for that absence not to affect their final grade. When you miss a teaching day, whether or not you are on the podium, the entire class is affected. Therefore, students who miss a teaching day will have their final grade lowered 1 letter for each absence on a teaching day.
4. Extended illness or unusual circumstances must be discussed with the instructor and will be given separate consideration.

5. As students are preparing for a professional atmosphere where prompt communication with administrators, colleagues, and parents is expected, **students are expected to respond to email communication within 24-48 hours**. Failure to do so will lower the student's final grade 5 points for each email if a student does not respond within the requested time period.

#### **REHEARSAL LABS**

This class is designed to prepare you to go into the classroom as a teacher. As such, students are expected to adhere to the following guidelines. Students who do not follow the guidelines may forfeit their right to teach during a given rehearsal lab round.

1. On their teaching day, students should dress professionally. Business casual is acceptable. Students should not dress too casually (jeans, shorts, etc.) or be dressed to head out for a night on the town.
2. Students must turn in a lesson plan using the provided template. On some rounds, a musical timeline will also be required. Failure to turn these items in **prior** to teaching may result in a lowering of the students grade (up to 50%) or they may not be allowed to teach at all. The instructor will determine the consequence on a case by case basis.
3. Students who are late to teaching rounds (defined as not in their seat with their instrument ready to tune at exactly 8am) will have, at the very least, their grade lowered 5 points. Students who are habitually late will receive the same grade consequence as those who are absent from a teaching round (i.e. every 3 tardies = final grade lowered by 1 letter)

#### **GRADING CATEGORIES AND WEIGHTS**

#1: Secondary Unit Test	10%
#2: Instructional Rounds (3 rounds @ 5% each)	15%
#3: Projects: Music Ed Phil/Curriculum/Handbooks/Repertoire	40%
#4: Observations (3 @ 5% each)	15%
#5: Final Project	20%

**Assignments must be typed, and are to be uploaded to Blackboard on the day indicated by the instructor.** If you are ill, your assignment is still due by the beginning of class and you will need to make arrangements to have the assignment turned into the instructor. **Late assignments will not be accepted. Written assignments can be redone if the student is not satisfied with their initial grade provided that they turned in the initial assignment on time.**

**Important:** You are already developing your professional reputation. Everything you do. Everything you say. Whether or not you are engaged and prepared. The amount of effort you put in to your assignments. **Everything matters.**

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; reference the "Student Support Services," below. Please understand that the goal of the instructor is for the students to synthesize material presented in order to become a master educator.

**The following grading scale will be used to determine the final grade for the course. All grades round up from "0.5":**

<b>A = 90-100</b>	<b>B = 80-89.4</b>	<b>C = 70-79.4</b>	<b>D = 60-69.4</b>	<b>F = 0-59.4</b>
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## **TENTATIVE TOPICAL AND COURSE SCHEDULE – Fall 2018**

*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. –Christopher J. Evans*

<b>Date</b>	<b>Topic</b>
<b>22-Aug</b>	Welcome/Introductions/Syllabus Overview
<b>24-Aug</b>	Review of Cooper and discussion on writing your music education philosophy
<b>27-Aug</b>	Communication Essentials
<b>29-Aug</b>	Time Management Skills
<b>31-Aug</b>	Observation Day
<b>3-Sep</b>	Labor Day
<b>5-Sep</b>	Score Analysis/Timeline Assignment 1
<b>7-Sep</b>	Error Detection/Rehearsal Labs
<b>10-Sep</b>	High School Program Curriculum – Program Balance
<b>12-Sep</b>	Secondary Program Curriculum - Scheduling
<b>14-Sep</b>	Uniform/Instrument Inventory
<b>17-Sep</b>	Conducting Review
<b>19-Sep</b>	Rehearsal Lab 1
<b>21-Sep</b>	Rehearsal Lab 1
<b>24-Sep</b>	Rehearsal Lab 1
<b>26-Sep</b>	Rehearsal Lab 1
<b>28-Sep</b>	Rehearsal Lab Recap
<b>1-Oct</b>	Recruiting
<b>3-Oct</b>	Budgeting/PO's
<b>5-Oct</b>	Copyright Law/Education Law
<b>8-Oct</b>	Group Travel
<b>10-Oct</b>	Coordinated Observation Day
<b>12-Oct</b>	UIL Rules/Procedures/Expectations
<b>15-Oct</b>	Repertoire Selection and Programming, Discussion of PML
<b>17-Oct</b>	Directed Listening Hierarchy
<b>19-Oct</b>	Student Leadership Resources
<b>22-Oct</b>	Handbooks
<b>24-Oct</b>	Secondary Program Review
<b>26-Oct</b>	Secondary Unit Test
<b>29-Oct</b>	Rehearsal Lab 2
<b>31-Oct</b>	Rehearsal Lab 2
<b>2-Nov</b>	Rehearsal Lab 2
<b>5-Nov</b>	Rehearsal Lab 2
<b>7-Nov</b>	Repertoire Presentation
<b>9-Nov</b>	Repertoire Presentation
<b>12-Nov</b>	Repertoire Presentation
<b>14-Nov</b>	Repertoire Presentation
<b>16-Nov</b>	Rehearsing the Ensemble

<b>19-Nov</b>	Rehearsal Pedagogy
<b>21-Nov</b>	Thanksgiving – No Class
<b>23-Nov</b>	Thanksgiving – No Class
<b>26-Nov</b>	Rehearsal Lab 3
<b>28-Nov</b>	Rehearsal Lab 3
<b>30-Nov</b>	Rehearsal Lab 3
<b>3-Dec</b>	Rehearsal Lab 3

#### **UNIVERSITY INFORMATION:**

**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, I will take attendance per the policy on page 3 of this syllabus. However, 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.

**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)** <http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services (CAPS)** [www.uta.edu/caps/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@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/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

**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, which is located both to the left and right as you exit the classroom. 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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

**The IDEAS Center** (2<sup>nd</sup> 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](http://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](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> 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>


<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
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# Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<b>YOUR OPTIONS TO AN ACTIVE THREAT</b>	
<b>You Have Choices!</b>	
<b>A V O I D</b>	<ul style="list-style-type: none"><li>• <b>AVOID</b> the situation. <u>Stay away</u> from the area and campus.</li><li>• If you can safely leave the area, RUN.</li><li>• Get others to leave the area, if possible.</li><li>• Prevent others from entering the area.</li><li>• Know your exit and escape options.</li><li>• If in a parking lot, get to your car and leave.</li><li>• If in an unaffected area, stay where you are.</li><li>• When you are safe, call UTA PD at 817.272.3003 or 911 with information you have.</li></ul>
<b>D E N Y</b>	<p>If you can't leave the area safely, <b>DENY</b> or slow entry to the intruder:</p> <ul style="list-style-type: none"><li>• Lock/barricade doors with heavy items.</li><li>• Turn off lights/projectors/equipment.</li><li>• Close blinds and block windows.</li><li>• Stay away from doors and windows.</li><li>• Silence phones and <b>remain quiet</b>. <u>Don't let your phone give you away.</u></li><li>• HIDE and take cover to protect yourself.</li><li>• Be prepared to run or defend yourself.</li></ul>
<b>D E F E N D</b>	<p>If you can't AVOID or DENY entry to the intruder, <b>DEFEND</b> your location:</p> <ul style="list-style-type: none"><li>• As a last resort, <u>FIGHT for your life.</u></li><li>• Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc.</li><li>• Use the element of surprise.</li><li>• Work together as a team. Develop a plan. Commit to your actions. Your life depends on it.</li><li>• Be aggressive, loud, and determined in your actions.</li></ul>
<p><b>Follow ALL instructions.</b></p> <p>For more information, go to: <a href="https://police.uta.edu/activeshooter">police.uta.edu/activeshooter</a></p> <div><p><b>UT ARLINGTON POLICE DEPARTMENT</b> THE UNIVERSITY OF TEXAS AT ARLINGTON</p></div> <p>Emergency: 817.272.3003 Non-Emergency: 817.272.3381 <a href="https://police.uta.edu">police.uta.edu</a></p>	

Additional information for active threat and other emergency situations can be found through the links below:

[police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)

[police.uta.edu/em](https://police.uta.edu/em)