UTD UTeach PBI Course Syllabus

NATS 4341

Fall 2014

CONTACT INFORMATION

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Office Hours in person	Anytime but Wednesdays or Thursday afternoons
Other Information	Walk-ins are fine, but uncertain due to field supervision. Call or email ahead is recommended
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PREREQUISITES

Knowing and Learning, Successful completion of Preliminary Portfolio in CI

Additional Requirements: Students must use a word processor, e-mail and have access to a web browser. If these requirements cannot be fulfilled, please see instructor.

COURSE RATIONALE

Project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to students. Through a dynamic process of investigation and collaboration and using the same processes and technologies that scientists, mathematicians, and engineers use, students work in teams to formulate questions, make predictions, design investigations, collect and analyze data, make products and share ideas. Students learn fundamental science and mathematical concepts and principles that they apply to their daily lives. Project-based instruction promotes equitable and diverse participation and engages students in learning.

COURSE DESCRIPTION

PBI has three essential components:

- Theory-driven perspective: Students learn about how people learn and how project-based instruction may be among our most informed classroom learning environments for bridging the gap between theory and practice.
- Instructional Development: Technological and pedagogical content knowledge are developed as UTeach students work toward the design of project-based units. Competency is continually built as students read about and discuss the principles of PBI; reflect on observations of project-based learning environments in high school settings; and incorporate what they are learning into the design of problem-based lessons and ultimately, an entire project-based unit.
- Field Experience: An intensive field component includes observation of well-implemented project-based instruction in local schools as well as implementation of problem-based lessons with area high school students.

PERSPECTIVE

A major hurdle in implementing project-based curricula is that they require simultaneous changes in curriculum, instruction and assessment practices – changes that are often foreign to students as well as practicing teachers. In this course we will develop an approach to designing, implementing and evaluating problem- and project-based curricula and processes for PBI curriculum development that has emerged from collaboration with teachers and researchers. Previous research has identified four common design principles that appear to be especially important: (1) Defining learning appropriate goals that lead to deep understanding; (2) Providing scaffolds such as beginning with problem-based learning activities before completing a project; using "embedded teaching", "teaching tools" and a set of "contrasting cases"; (3) Including multiple opportunities for formative self assessment; (4) Developing social structures that promote participation and revision. We will first discuss these principles individually and then compare them to other design principles suggested by other groups involved with project-based instruction.

REQUIRED COURSE MATERIALS*

Project Based Learning Handbook
Buck Institute for Education
Purchase at Bookstore or Online at http://www.bie.org/index.php/site/PBL/pbl_handbook/

Krajcik, Joseph S. and Czerniak, Charlene M. Teaching Science in Elementary and Middle School: A Project-Based Approach, 20013, 3rd or 4thed, Taylor & Francis, Inc. Publisher. ISBN-978-0415534055,

Numerous research articles are provided on eLearning

As a student in this course, you are expected to comply with the Code of Ethics and Standard Practice for Texas Educators and the Fitness to Teach Policy.

COURSE OBJECTIVES AND EVIDENCE OF STUDENT LEARNING AND ENGAGEMENT

Students will	Evidence:
Discuss and critique the merits of project-based instruction in terms of student's cognitive development, equity and motivation.	• In-class and online discussions • A project-based unit that includes a rationale and objectives • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Reflect on applications of educational theory as it relates to classroom practice in the area of project-based instruction.	• In-class and online discussions • A grant proposal to implement a project-based unit that includes a rationale and potential impact
Distinguish between project-based instruction and other instructional approaches and decide which approach best fits instructional goals based on the benefits and limitations of each.	• In-class and online discussions • A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches.
Evaluate the usefulness of technology in achieving learning objectives and select appropriate resources for student use based on the relationship of salient features of the technology to learning objectives.	• An annotated list of relevant resources and technological tools for a project-based unit • Classroom presentation utilizing technology tools

Students will	Evidence:
Use inquiry methods with secondary students in a problem-based setting.	• A project-based unit that includes benchmark lessons and a lesson sequence that incorporates appropriate instructional approaches. • Feedback from mentor teachers as evidence of UTeach students leading problem-based activities in a field setting
Describe examples of project-based instruction in math or science and analyze those examples in terms of several well-studied, field-tested models for PBI.	• In-class and online discussions • Field observations of project-based classrooms
Demonstrate skill in setting up and managing wet lab project-based environments.	• Evidence of UTeach students setting up and managing wet lab project-based environment in the field
Use PBL design principles to develop an interdisciplinary, three to four-week project-based unit for secondary math and/or science courses.	• A project-based unit including an anchor video, entry document, calendar, rationale, objectives, theoretical basis for the project, concept map, benchmark lessons, investigations, alternative assessments, strategies for differentiating instruction for students with special needs, related resources and technology tools.
Develop alternative assessments appropriate for project-based instruction.	• Problem-based lessons that include alternative assessments • A project-based unit that includes alternative assessments
Discuss lab safety and liability issues related to project based instruction and wet-lab or field environments (Occupational Safety and Health Administration (OSHA) regulations, how to read materials safety data sheets, safe disposal of chemicals, etc.)	• Participation in class discussion on safety and liability issues • A project-based unit that includes safety precautions
Use relevant technology to develop projects (e.g., concept mapping software, video editing software, etc.).	• Technology-based or developed project elements
Integrate relevant technology into curricular units (e.g., Internet, simulations, data analysis packages, modeling software, etc.).	• A project-based unit that includes lessons that integrate the use of technology
Plan instruction that promotes equitable and diverse participation so that all students have an opportunity to learn.	• A project-based unit that includes lesson plans documenting modifications for special populations

GRADING

Student grades are based on participation in discussions, successful completion of classroom observations and study field trips, and a final project-based unit. Grades are determined as noted in the weekly schedule.

STUDY TRIP COMPONENT: FIELD-BASED TEACHING EXPERIENCES

Students will be provided with opportunities for working in classrooms teaching a problem-based lesson that could be used to introduce a project-based instructional unit. Katie Donaldson is coordinating these field experiences.

Observations. Each UTD UTeach student is required to spend 8 hours observing secondary school classes that are structured on the Project-based method of teaching. They are to record their observations and answer specific focus questions, and then submit a reflection document via eLearning. The information gathered in these observations is also used to inform the class discussions of the peer-reviewed literature on project-based instruction. There is a form posted to the course web site that must be signed by the classroom teacher to verify their presence during these observations. Students will be provided with classroom teacher contact information and schedules to better plan these observations.

FINAL PBI PROJECT

Each UTD UTeach student prepares a PBI unit (two week minimum, 6 weeks maximum) to be taught in the secondary class of their choice. It is recommended that the unit be prepared to meet curricular objectives and state and national standards for some portion of the time the student anticipates working in Apprentice Teaching. The unit will include components as described on a separate handout entitled "Final Project Checklist".

DISCUSSIONS

Online Discussions over Reading Assignments: Students will participate in weekly reading assignments with questions posted on eLearning's online discussion board. These will take place prior to class sessions.

In Class Discussions:Studentslead in-class discussions that will tie together theory from the reading material withtheir field experiences.

Discussion Leadership: Students will sign up for a turn as a discussion leader for small group discussions of the peer reviewed literature assigned.The roles and responsibilities of the discussion leaders are to:

a) Read all class discussion posts PRIOR to the in-class session and be prepared to summarize the class responses on the Wiki to the focus questions provided by the instructor;

b) Prepare a thirty minute max forum on the topic

1. Leader will use a research-based learning activity, for the purpose of extending and deepening student thinking about the assigned readings and how they compare to their observations in project-based classrooms. An example might be a round robin discussion format, a role play applying principles learned in the readings, or an interactive formative assessment probe over the reading.
2. Leader must have the participants discuss APPLYING the concepts presented in the material, not just rehashing the topics that they have read.
3. Each discussion has a 30 minute time limit.

21ST CENTURY SKILLS

A central part of Project-Based Instruction is the development of 21st century skills, including:

- Technological literacy
- Creative and Critical Thinking
- Leadership, Communication and Collaboration
- Self-Monitoring and Self-Direction
- Professional Ethics and Accountability

These skills will be assessed in this course by the instructional team by considering various factors, such as timeliness of work, communication and teamwork, and classroom attendance. A rubric for these skills will be developed in class. If you have any questions regarding these points, contact a member of the instructional team.

PORTFOLIO

Your portfolio is a culminating project for the UTeach Dallas Certification Program. Itdemonstrates what you have learned through your teaching and learning experiences and how you have developed into a teacher ready for certification in the state of Texas.

The portfolio is divided into seven sections. For section 1, you will provide information about your teaching philosophy and academic work, along with samples of professional documents such as a cover letter and resume. Sections 2-7 are comprised of large categories, such as Professional Responsibilities, Subject Matter Knowledge, Equity and Individualized Learning, etc., that are divided into subsections.

For sections 2-7, you will provide tangible evidence that you meet these proficiencies.You will also write a reflection for each large section that discusses how you haveaddressed the proficiencies in the past, how you have addressed them in your currentApprentice Teaching placement and your plans for the future. This section must be written in clear, articulate, expository prose. All content (such as mathematics, chemistry, etc.) must be correct.
The final portfolio must include a Video of your teaching, observational feedback from an educator, a unit plan and the calendar for that unit plan. The items may be placed at any point in the portfolio but be sure to place the unit plan and calendar together.

Some sections require specific evidence, so read all directions carefully. In general, evidence consists of lesson plans, samples of student work, letters and forms sent to parents and family, results of field observations, essays, exams, quizzes, and other coursework, both UTeach classes and classes in the content area (mathematics, chemistry, etc.). The expectation is that your portfolio will exhibit evidence from all of your UTeach classes and will come from diverse and multiple sources.

ALL PORTFOLIO ITEMS ARE REQUIRED TO BE SATISFACTORILY COMPLETED IN ORDER TO COMPLETE THE COURSE.

COURSE SEQUENCE AND SYLLABUS:

A [tentative] semester overview is provided with this handout. Every attempt will be made to adhere to the schedule provided, but the instructor reserves the right to make changes as needed. Announcements about these changes will be made in class and posted to the course web site.

Date	Lesson Focus	Assigned Reading	Assigned Homework	TEA
8/29	Intro to PBI Model Lesson: Full of Hot Air? Intro to managing classes with a course website Course overview, Knows and Need to Knows, Driving Question Review UT PBI Project Examples Sign up for Discussion Leader date Review Code of Ethics, FTT	Article *: Doing with Understanding* by Barron Post discussion questions responses by 9:00 pm Monday, Sept. 2nd	After each reading, one student will prepare to lead the discussion of the readings during our next class meeting Begin work on website	**PPR I, III, IV** **Tech App I, IV** **§228.30 (a)** **§228.30 (b) 4, 5, 6, 14, 15**
9/5	Reading discussion : Intro to PBI, Standards Based Projects Students Receive HS TEKS for incorporation of standards into lesson plans. **In class**:Work to develop project ideas and begin aligning to standards(TEKS) as well as CCRS and SCANS. Discuss field trip to NTH@C	Chapter 3 Relevance/Driving Questions in Krajcik and Ch. 3 in Buck book Post discussion questions responses by 9:00 pm on Monday, Sept 19th.	Submit 3 project ideas, each linked to 2 – 5 standards (Due by 9/12 @ 12pm)	**PPR I, III** **Tech App II, III, V** **§228.30 (b)4, 5, 6,7,9**
9-12	Reading discussion : Driving Questions	Chapter 2 in Krajcik	Submit your Driving	**PPR I, IV**

	In class: Develop and provide feedback on possible driving questions for 3day and unit project, Discuss Fair Use Policies Discuss 3-day student teaching assignments	Post discussion question responses by 9:00 pm on Monday, Sept 16th	Question electronically (Due by 9/19 @ 12pm)	**§228.30 (b)4, 5, 6,7,9**
9-19	Reading discussion: Constructing Meaning **In class**: Reflect on Driving questions. Discuss and evaluate concept mapping applications, practice generating working concept maps for three day lesson Work on 3-day student teaching plans	Chapter 7 in Krajcik and Ch. 4 in Buck book Post discussion questions responses by 9:00 pm on Monday, Sept 23th.	Submit your Entry Document for the three day lesson electronically (Due by 9/26 @ 12pm)	**PPR I, III, IV** **Tech App I, III, IV** **§228.30 (b)4, 5, 6,7,9, 14,15**
9-26	Reading discussion: Collaboration **In class:** Discussion on the importance of collaboration and how to assess this through rubrics. Assess online Rubric applications. Add Learning Outcomes (such as collaboration and work ethic) to your project ideas	Chapters 9 (all) and 10 (focus on types of assessment) inKrajcik Post discussion questions responses by 9:00 pm on Mon, 9/30	Submit your field observation report by one week from the day of your visit. All parts of three day lesson plan due by 10/10 @ 12pm, including calendar, CMap, Assessments, student sheets and rubrics.	**PPR I, II, III** **Tech App I, III, IV** **§228.30 (b)4, 5, 6,7,9, 10,11, 14**
10-3	Reading discussion: Assessment **In class**, Discuss the importance of continual assessment in PBI,Reflect on Observations of PBI classrooms, Modifications and Accommodations for differentiated instruction in PBI.	No Reading Assignment: Prepare two resources for Tech Show and Tell Claim your resources on discussion board by 10/5. First come, first served.	No Group discussion next week* All parts of three day lesson plan due by 10/10 @ 12pm, including calendar, CMap, Assessments, student sheets and rubrics.	**PPR I, II, II,** **Tech App III, IV** **§228.30 (b)4, 5, 6,7, 8,9, 10, 15, 16**
10-10	No Reading Discussion: Tech Show and Tell Day **In class:** Discuss Grant proposals and begin work on rough drafts.	No Reading Assignment: Prepare Final Draft of 3 day lesson plan.	No Group discussion next week*	**PPR I, II** **Tech App I, II, III, IV** **§228.30 (b)4, 5, 6,7,9**
10-17	No Reading Discussion **In class**: Present Three Day Lesson Plans to Classmates Discuss special needs students and PBI Discuss adding accommodations and modifications for SpEd/GT Students to Final Unit Plans. Work on Revisions	Chapter 12 in Krajcik and Ch. 8 and 9 in Buck book Post discussion questions responses by 9:00 pm on Mon, 10/21 .	Revise Lesson plans based on feedback from peers, mentor teacher and professor.	**PPR I** **Tech App IV** **§228.30 (b) 5, 6,7,9, 12, 16**
10-24	Reading discussion: Planning of PBI **In class**- Revise three day lesson based on feedback from master teacher. Gather supplies and get ready to teach.	Chapter 11in Krajcik and Ch. 6 in the Buck book Post discussion questions responses by 9:00 pm on Monday 10/28	Driving Questions and Rough draft of CMap due for Unit Lesson Plan. 10/31 @ 12:00pm	**PPR I, III** **§228.30 (b)5,6,7,9**
10-31	Reading discussion: Managing PBI **In class** – Work Day. Driving Questions and Rough CMap final touches.	None: Teach Three Day Lesson this week or next	Rough Draft of Unit Calendar due by 11/7 @ 12:00pm	**PPR I, II, III** **§228.30 (b)4, 5, 6,7,9, 10,11**
11-7	**In class** – work on finalizing the plan for the 2-week project, reflecting upon how you will manage the process, embed the assessments, scaffold the		Final Project Story Board for Anchor Video due 11/10 @ 12:00pm	**PPR I, II, III** **Tech App I, II, III, V** **§228.30 (b)4,**

	learning and include inquiry investigations and benchmark lessons as needed. Discuss and share anchor videos as entry events. Discuss and share possible online resources for developing engaging entry events. Plan your project anchor video story board			**5, 6,7,9, 10,11, 13, 14**
11-14	**In class**. Work on your project anchor video. In class – work on finalizing plans and grant proposals for the 2-week project.		Grant Project Draft Due 11/21 @ 12:00pm	**PPR I, III Tech App I, IV, V §228.30 (b)4, 5, 6,7,9**
11-21	**In class**: Peer-review/editing of 2-week project plan and anchor videos Discuss and share anchor videos			**PPR I, III Tech App I, III, IV, V §228.30 (b)4, 5, 6,7,9, 13**
12-5	**In class**: Finish Anchor videos and revise projects, Pre Apprentice Teaching Electronic Portfolio Workshop		Final PBL Project all parts due by 12/12/14 @ class time	**PPR I, II, III Tech App I, III, IV, V §228.30 (b)4, 5, 6,7,9**
12-12	Last class Project Presentations Last day to submit final version of project			**PPR I, II, III, Tech App, I, III, IV, V §228.30 (b)4, 5, 6,7,9, 13**

POINT TOTALS

Discussions - 2pts each x 7 discussions	14
Discussion Leader (Also gets credit for the discussion)	2
Portfolio Piece on Technology	1
Portfolio Piece on Assessment	1
3 project ideas linked to standards	3
Driving Question for Three Day	3
Tech Show and Tell	1
Entry Document for Three Day Project	2
Field Observation Reports	5
Teaching Reflections + portfolio piece on engagement	4
3-Day Lesson Plan (includes Calendar, Concept Map, Student Sheets, Assessments, etc.)	13
DQ and Concept Map for Two week project	5
Assessment Plan for 2-week project	5
2-week calendar (mapping the project)	8
Anchor video story board	3
Grant Proposal	10
Final Presentation (includes anchor video)	10
21st Century Skills	10
Total:	100

MAKE-UP ASSIGNMENTS

None without prior approval of instructor

EXTRA CREDIT
None

LATE WORK

Accepted only with appropriate written excuse

SPECIAL ASSIGNMENTS
None

CLASSROOM CITIZENSHIP
Respect should be shown at all times.

University Policies

UT DALLAS PRACTICING TEACHER COMPLIANCE POLICIES
As a student in this course, you are expected to comply with Texas Administrative Code (TAC), Title 19, Part 7, Chapter 247, Rule §247.2 – Code of Ethics and Standard Practices for Texas Educators and the UT Dallas Fitness to Teach Policy.
http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2

STUDENT CONDUCT AND DISCIPLINE The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z. Guide, which is provided to all registered students each academic year. The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391). A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

ACADEMIC INTEGRITY The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the Web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

EMAIL USE The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address, and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

WITHDRAWAL FROM CLASS The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of F in a course if you choose not to attend the class once you are enrolled.

STUDENT GRIEVANCE PROCEDURES Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy to the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic-appeals process will be distributed to all involved parties. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

INCOMPLETE GRADES As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

DISABILITY SERVICES The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO

Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY) Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolling students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance. It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

RELIGIOUS HOLY DAYS The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment. If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.
Off-campus instruction and course activities that are off-campus, out-of-state, or foreign are all subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. These descriptions and timelines are subject to change at the discretion of the professor.