I304: Programming for Informatics (27880 & 27885)

SECTION MEETING TIMES AND LOCATIONS:

SECTION 1, UNIQUE NUMBER 27885

- Tu/Th 11:00 - 12:30 in PAR 103

SECTION 2, UNIQUE NUMBER 27880

- Tu/Th 2:00 - 3:30 in CBA 4.326

Check your enrollment to confirm your section. The syllabus for both sections is identical except for schedule.

Instructor: Elliott Hauser, PhD

Email: eah13@utexas.edu   Phone: 512-471-1081

Course Description

Note: This is an introductory computer programming course for those without any prior knowledge or experience in computer programming. If you already have programming experience, consider alternative options for satisfying this requirement.

Requirement to complete I304. This class is required for the [undergraduate B.S. Informatics degree](#) (see [concentrations](#)) and as a prerequisite for various other informatics courses. Options for meeting this requirement include:

- Complete this course
- Complete a suitable substitute course
  - [BME 303 Introduction to Computing](#)
  - [CS 303E Elements of Computers and Programming](#)
  - [CS 312 Introduction to Programming](#)
  - J 326C Introduction to Coding for Journalists
  - LIN 313 Language and Computers
  - LA 319 Computer Programming: Liberal Arts
  - [MIS/BAX 304: Introduction to Problem Solving and Programming](#)
  - [SDS 322 Introduction to Scientific Programming](#)

- Transfer credit, e.g., from AP Test
  - https://utdirect.utexas.edu/ctl/cbe/petition/index.WBX
- Test out of the requirement
  - Exam in Computer Science 303E
  - Exam in Computer Science 312

COURSE DESCRIPTION

Examine the fundamentals of computer programming and practice developing and documenting code.

PREREQUISITES FOR THE COURSE

Restricted to undergraduate Informatics/Information Studies degree seekers.

LEARNING OUTCOMES

At the end of this course, students should:

1. Have the skills required to solve problems by creating and modifying programs.
2. Have the knowledge of basic programming concepts, their appropriate usage, and how and where to learn more.
3. Have the skills to write precisely and insightfully about programs and the programming process to help clarify their ideas and to communicate these ideas to others.
4. Have an attitude of confidence when reading, writing, or discussing computer code.

Note: The programming language used in this course is Python. Students will also learn Markdown as an important tool for writing precisely about code.

HOW TO DO WELL IN THIS CLASS

Learning to program is a process of acquiring knowledge, mastering skills, and understanding the culture within which these technologies have developed and are employed. Earnest effort and authentic engagement are key to doing well in this course. Students who do the best in this course will identify the aspects of programming which are most personally interesting and build competencies around them. Prior experience with programming or technology can be helpful, but the most important determinant of success in programming, and therefore this class, is a commitment to and immersion in the practice of coding and the processes of learning to code. Many of my best students enter the class with little to no experience with programming.

Because there is only one assignment that counts for 20% or more of the final grade (the Personal Coding Manual; see below), students should focus on applying consistent, sustained effort towards this class, knowing that their final grade will be a reflection of their overall effort and performance in the course, rather than the outcome of a few high-stakes assignments.

The policies and resources in this syllabus are designed to help all students thrive. Understanding and utilizing them for that purpose will make success that much easier.

ASSESSMENT

MY APPROACH TO ASSESSMENT IN THIS COURSE

I have found that it is not effective or equitable to grade beginning programmers' work closely for things like accuracy or syntax. Doing so often short-circuits the development of curiosity, excitement, and experimental attitudes required to pursue an effective and individual learning path. Accordingly, the primary things I will assess in the first few weeks of class are effort and metacognitive reflections about Python code and programming concepts. Metacognition, or thinking about thinking and learning, is a key skill students will be guided to use to identify areas they understand well, learning techniques that work for them, and how to apply those techniques to areas of needed improvement.

Rubrics will be used for most graded assignments. Students will be able to view rubrics on Canvas ahead of completing each assignment, which will help make clear exactly what we'll be looking for in their work, and the completed rubric will give the student a more detailed map of where they're excelling and where they need improvement.

GRADE CATEGORIES

Final grades are calculated by adding the grade averages of each assignment category in these proportions:

Category	Percentage of Final Grade
Readings	10%
Focused Reflections	15%
Integrative Reflections	15%
Python Application Development	25%
Personal Coding Manual	20%
Participation	10%
Attendance	0%*
Total	**100%**

* Attendance is mandatory, so unexcused, non-emergency absences will negatively impact a student's grade. See below.

Because final grade is calculated by category, students should view assignment point values within Canvas as indicative of an individual assignment's relative importance within that category, not an indication of precisely how much it will contribute to the final grade.

ASSIGNMENT DETAILS

READINGS (10%)

Students will learn the fundamental concepts of programming as implemented in Python from a free interactive version of Python for Everybody via Runestone Academy. Students do not need to purchase or install anything to access this. Readings will be assessed automatically through engagement with interactive exercises. Students will receive feedback from the platform about the correctness of their answers, but reading assessment will be effort-based only. Students who complete all the readings, interacting with each example, will receive full marks here.

FOCUSED & INTEGRATIVE REFLECTIONS (15% EACH)

My goal of guiding student metacognition to support programming ability will be primarily accomplished through Focused and Integrative Reflections that each student will write about programming concepts and specific exercises they have solved with code.

Focused Reflections will give students the chance to explain their understanding of key concepts in a specific chapter of our readings, and identify areas that are still unclear for them. The student will also write about and explain their solution to homework problems as specified in each assignment.

Integrative Reflections encourage students to review several Focused Reflections and write about connections between concepts in programming. This invitation to compare and contrast concepts will help students develop their own intuitive sense of why these concepts mater and what they're useful for. Students will also present and write about code they have written, as specified in each assignment.

Rubrics will be used to assess all Reflections.

PYTHON APPLICATION DEVELOPMENT (25%)

Once all students have been guided through the process of developing and integrating their own understandings of programming into a synthetic whole, each student will produce two Python programs demonstrating their ability to use Python to solve specific problems and enable users to accomplish goals. The program's characteristics will be assessed as part of the outcome, but the student's learning process and ability to explain what they did and why will remain an important component of the grade.

Students are encouraged to utilize their Integrative Reflections in developing these programs, and will be guided through the process of working on a single piece of code over an extended period of time. Students will produce a short piece of writing explaining their code and the process that created it when turning the application in.

Part of this process will include presenting a "Code Talk" of their in-progress code, a practice from industry that is helpful for understanding where a project is currently and getting help for moving forward.

Rubrics will be used to assess python applications and code talks.

PERSONAL CODING MANUAL (20%)

The 'final' project in this course will be a "Personal Coding Manual," which will include a revised selection of reflections and programs the student has written over the semester. This is a combination of portfolio, reference manual, and 'cookboook'. The student will identify and explain problem solving strategies most helpful to them personally, present and explain two programs they have written, and explain fundamental concepts of programming, with code examples, in terms that make sense to them and are clear to other readers. Students will be able to re-use portions of work completed throughout the course to assemble this document, and are expected to further revise, improve upon, and organize the material to suit the purpose of the document

Because research has shown that high-stakes assessment is not effective in introductory programming classes, and is further not suitable to my goal of assessing student *process*, **this is the only assignment that counts for 20% or more of the final grade.** It will be due on each section's scheduled Final Exam day. There is no final exam.

A Rubric will be used to assess the Personal Coding Manual.

PARTICIPATION (10%)

There will be many opportunities for interaction between students about each other's code. Participation will be assessed via one or more portfolios of these interactions or contributions, compiled by each student.
A Rubric will be used to assess the participation portfolio(s).

ATTENDANCE (0%*)

Attendance is mandatory, and as such does not *contribute* to the final grade, but can impact the final grade. **Each unexcused, non-emergency absence will reduce the final grade by 1 point.** Please contact me as early as possible to be excused, or, in the case of an emergency-related absence, as soon as you're safe and well enough to do so. In either case, absences may present challenges to your learning from missed activities. See the Resources section below for University- and School-level help getting caught up if you have to miss class.

LATE WORK AND MAKING UP MISSED WORK
Late work will not be accepted unless excused ahead of time, or I am informed of an emergency after the fact.

If excused or a student experiences an emergency, extensions to deadlines will be granted on a case-by-case basis, with consideration of the fact that

GRADE SCALE

I will utilize +/- grades in this class. Each student's numerical grade will be rounded to the nearest whole number. The student's rounded numerical grade will be compared to the following cutoffs to assign a final grade.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

For instance, a raw numerical grade of 93.5% would be rounded to 94%. 94% is greater than or equal to the cutoff for A, so the student's final reported grade would be an A.

Course Schedule on Canvas

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly, and/or set your notification preferences to be notified of any changes. **Changes to the schedule may be made at my discretion as circumstances require.** I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible. When I make mistakes entering things like due dates or point values, I will do my best to resolve this in students' favor.

How Will You Learn?

TEACHING MODALITY

Students are required to be present for in-person instruction during class times. I have found that in-person learning is quite effective for most beginning coders. That said, portions of this course will be taught using online modalities as per university requirements. You will gain valuable skills switching seamlessly between in-person and remote technical contexts, and gain confidence performing highly in either. This will benefit you greatly in future professional settings. We will also be able to gracefully transition to all-remote if circumstances so require. While students should be prepared to come to all in-person classes on the schedule, I will provide effective ways to participate remotely if any student becomes unable to attend due to illness during the semester.

Covid-19 Modifications

In Spring 2022, all University classes are required to provide a remote option through the end of January. This course will meet remotely until at least that time, pending the reopen of campus.

To prevent viral spread, social distancing is required in in-person class sessions, within the constraints of classroom size. Please stay 6 feet, or as far apart as you're able, from other students and from me, regardless of whether you choose to wear a mask or have been vaccinated. This will help immunocompromised or otherwise vulnerable members of our community stay as safe as reasonably possible while still participating in in-person learning.

In general, collaborative exercises requiring students to be in close 'proximity' will happen remotely, utilizing Zoom breakout rooms and screensharing. In-person sessions will be dedicated to lectures, individual work, and class-wide discussion. While this regrettably precludes the experience of in-person pair programming, I have found it to be an acceptable substitute and that students are well-prepared for future in-person and remote collaboration on code by the end of the course.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Important announcements will be made through Canvas and/or during class. Please ensure that your email address in Canvas is correct so that you receive these communications.

ASKING FOR HELP

The best way to receive help outside of class is to attend office hours. The office hours calendar can be self-scheduled using the provided link with any Google account, including UT-provided UTMail accounts. Office hours are conducted in 15 minute blocks dedicated to students registered for help. Sessions can be extended if no other students register for adjacent blocks, and students may sit in on each other's sessions to learn through observation. Student questions from office hours will help improve future class sessions for everyone.

If you have a question about an assignment, the course requirements, or an urgent question that can't wait for office hours, please message me and Misha through Canvas. Misha and/or I will attempt to respond directly to all student messages, but we may also send out a Canvas announcement or address a class of questions during class.

Course Requirements and Expectations

REQUIRED MATERIALS

Software: The course will utilize free or University-provided software almost exclusively, much of it open source. Zoom and Panopto will be used for synchronous collaboration and asynchronously created screencasts, respectively. Interactive readings and associated Python exercises will be completed in-browser using Runestone. Python Application Development assignments will be created in approved browser-based development environment(s) that allow students to embed fully runnable versions of their Python programs into their written assignments. Together, these tools will let students avoid the need to install Python on their computers to complete work in this class and ensure the parity and suitability of development tools used by students. Resources regarding local installation of Python and the variety development environments common in different areas of Python development will be provided at the end of the semester to support students' continuing coding journey, but are not required or used in this class.

Primary Textbook: We'll be using a new version of Charles Severance's excellent Python for Informatics, edited and improved by Barbara Ericson. The book is free and open, and contains many interactive exercises. We'll use it via the Runestone platform, which will help you save and track your progress and, fingers crossed, sync up well with Canvas.

REQUIRED DEVICES

Hardware: Students will need laptops able to run Chrome or other modern web browser. iPads are NOT recommended for coding. If you must use an iPad, I highly recommend purchasing and external keyboard. Or, since iPad accessories are already pretty expensive, purchase a $150 Chromebook. Coders need keyboards. University-owned machines may be available for the times you will need to record your screen if your machine is incapable of doing so. Contact me early if you'd like help securing access to hardware you don't have or can't afford for screencasting.

Accessories: Headphones, ideally with high quality microphones, are required so that we can listen to things together while in class and for audio quality during any remote classes. They are also ideal if you intend to use the classroom for attending remote classes, and often improve the experience of video conferences even when you're by yourself. If you plan on using headphones you already own, make sure to test them with Zoom. For some reason I have yet to identify, Zoom just plain won't pick up my audio with some of my headphones but is fine with others.

CLASSROOM EXPECTATIONS

Attendance: Students should attend every class on-time and give it their undivided attention. Use of non-coding websites or social features is prohibited. There will be many opportunities for interaction, but during class time please pay attention. Students that do not follow this will be asked to leave class and marked absent for the day.

If you must miss class please let me know as soon as possible, check the class website for any class notes I post that day, and contact a fellow student for a recap. You will still be responsible for any in-class exercises completed that day. If you have an emergency, focus on getting safe and well. When you're able, notify me and I will work with you to get a plan for your return and catch-up.

Participation: Participation in this class means actively engaging with your classmates during group work, and contributing ideas and reflections in the various writing-about-programming assignments.

Behavior: I expect every student to uphold the university's core values:
The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DIVERSITY, EQUITY AND INCLUSION

I take the university's mission and values very seriously, and expect you to as well. Together we will create a welcoming, inclusive, engaging, supportive, and effective learning environment for all students.
It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: http://diversity.utexas.edu/disability/. If you are already registered with SSD, please deliver your

Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

For programming courses in particular, it is vitally important that students with visual impairments inform me of their requirements as soon as possible. I have experience accommodating visual impairments in my courses, and visual impairments are not an inherent barrier to success in programming courses. Testing course readings and exercises with a student's chosen screen-reading assistive technologies can help identify additional needed accommodations early.

Course Policies and Required Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

Trusting all students to act with integrity allows for the extremely open design of my classes. The collaborative learning possibilities of an open classroom are unmatched, and integrity and trust play a central role in enabling this experience for me and my students alike. This also mimics the larger professional and civic context that we all operate in, where personal integrity is fundamental.

For this course in particular, collaboration with other students will be expected in many instances, but work that is assigned to you as an individual should be yours alone. Some of the exercises in the course have solutions or other relevant resources available on the internet. Unless I specify otherwise, students should complete exercises as far as they can without these resources and then acknowledge the resources and how they were used in their exercise writeup. In group projects a combination of git commit histories, writeups and/or project documentation should attribute individual and collaborative work. My assignments are largely designed so that there are a range of possible answers, and considerable room for individual style. It will be obvious if you haven't approached the problem authentically.

If you have any questions about what's allowed, please contact me immediately. Good faith mistakes are no problem; tell me about them and we'll move on. I've had very few problems with student cheating or dishonesty and hope I never encounter them again. That said, if I discover bad faith, intentional cheating on any assignment I will not hesitate to report the violation. Such behavior has no place at UT Austin.

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly

enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact it iSchool's IT Lab at itlab@utlists.utexas.edu or the University's ITS Service Desk.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

RELIGIOUS HOLY DAYS

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that can be done easily at this page, and you can add your pronouns to Canvas. **You may also edit your Zoom profile to append your pronoun preferences to your Zoom display name, as I do, so that they are automatically displayed in Zoom calls.** This will help me and your peers respect your preferences during remote discussions.

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources for Students

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. **You may contact the iSchool's dedicated CARE Counselor Bryce Moffett, LCSW at 512-232-2983.** For more information on CMHC, visit https://cmhc.utexas.edu or call 512-471-3515. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit https://healthyhorns.utexas.edu or call 512-471-4955.

SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit https://ugs.utexas.edu/slc or call 512-471-3614 (JES A332)."

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency,

medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at https://deanofstudents.utexas.edu/emergency/ or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at https://safety.utexas.edu/behavior-concerns-advice-line or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university mask guidance. Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.

- Vaccinations are widely available, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.

- Proactive Community Testing remains an important part of the university's efforts to protect our community. Tests are fast and free.

- We encourage the use of the Protect Texas App each day prior to coming to campus.

- If you develop COVID-19 symptoms or feel sick, stay home and contact the University Health Services' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact Student Emergency Services and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this University Health Services link.

- Behavior Concerns and COVID-19 Advice Line (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.

- Students who test positive should contact BCCAL or self-report (if tested off campus) to University Health Services.

- Visit Protect Texas Together for more information.

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](.)

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

TITLE IX DISCLOSURE

Sexual misconduct has no place at the University of Texas, and I will believe you if you disclose any experience of sexual misconduct to me or during class. The notice below informs you of my legal responsibility to inform our Title IX Office of any such incidents I become aware of. **Its purpose is to help you make an informed decision about whether disclosing an incident to me, to the TA, and/or during class is right for you.** You are welcome to disclose this type of information to me privately if this would be helpful to you, especially if it involves University-affiliated individuals. I will keep any information you share with me confidential within the constraints of my responsibilities as a University employee. The notice also provides the advocate@austin.utexas.edu email address, which will allow you to access University support and remedies for sexual misconduct without triggering a mandatory report. If you're unsure of your options or their potential consequences, contact the Title IX office directly for general information about University policies.

Below is the University-recommended syllabus notice regarding mandatory reporting.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal

Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

*Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.*

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

Acknowledgements

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