

UTA, TCCD, and Surrounding High Schools Culture Comparison

Instructional Practices

	University of Texas at Arlington	Tarrant County College	Tarrant County (R11) High Schools
Student Responsibilities	<ul style="list-style-type: none"> • Student chiefly responsible for learning. • Support available by way of instructor office hours or tutoring services in Math Learning Resource Center (Clinic, Lab, and embedded tutoring), IDEAS Center, or University Tutorial Supplemental Instruction. • Majority of students must initiate such support. Some courses require lab time in the Learning Resource Center or other dedicated lab spaces. 	<ul style="list-style-type: none"> • Student chiefly responsible for learning. • Support available by way of instructor office hours (FT instructors hold at least 10 per week; PT provides 30 min per course per week) or free Tutoring Center services (available about 75 hrs. per week.) • Depending on section, student or teacher may initiate support. Some sections require Tutoring Center visitations. 	<p>All Students</p> <ul style="list-style-type: none"> • Support and free tutoring are available every day before and after school. • Students, teachers, admin, or parents can initiate or recommend support, but the student ultimately makes this decision. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> • Teachers are actively motivating students to take responsibility for their own learning. They provide students with learning and review materials. <p>PRE-AP</p> <ul style="list-style-type: none"> • Students are responsible for their learning, but teachers help them stay on task. <p>Juniors/Seniors</p> <ul style="list-style-type: none"> • Student chiefly responsible for learning.
Instruction	<ul style="list-style-type: none"> • Most courses are highly coordinated, with all sections covering same content, and common exams. • Instructors have very diverse backgrounds (professors, full-time lecturers, GTAs, part-time adjuncts) and represent many nationalities. 	<ul style="list-style-type: none"> • Credit-level courses generally not coordinated across campuses. There are common learning outcomes set by state and college. Instructors may cover additional relevant topics if time permits. • Developmental course are generally coordinated with common assessments. • Instructors have diverse backgrounds (full-time, part-time) and represent many nationalities. 	<p>All Students</p> <ul style="list-style-type: none"> • The district mostly coordinates courses with scope and sequence timeline. • Individual campuses are highly coordinated but not across the district. • Instructors have diverse backgrounds and represent many nationalities. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> • Courses are highly coordinated to completely aligned, with all sections covering same content and common exams. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> • The state sets common learning outcomes. Instructors may cover additional relevant topics if time permits.

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Classroom Schedule	<ul style="list-style-type: none"> • Classes typically meet two or three times per week for 50-80 minute periods. Weekly recitation and lab sessions accompany some courses. • Class sizes in freshman and sophomore-level courses range from 60-70 in regular classes to 150 students in lab hybrid classes. • Classes meet in various buildings across a 420-acre campus. 	<ul style="list-style-type: none"> • Classes typically meet two times per week for 80-minute periods. Math Tutoring Center visitations required for some sections. • Class size range of 20-36 for credit math courses; 25 is the standard size for developmental math courses. 	<ul style="list-style-type: none"> • Classes typically meet two or three times a week for exactly or close to 85-minute periods. • Class sizes typically range between 15-36 students per class, with most classes having 20-30 students. • Most courses are generally in the same hallway, so students are aware of teachers within the same course they are taking to get help.
Class Structures	<ul style="list-style-type: none"> • Course offerings in various modalities: primarily traditional lecture, online, hybrid lecture with computer lab or recitation. • The co-requisite classes (students are co-enrolled in credit-level and developmental coursework) are taught in a 6-hour structure as if students were enrolled in a single math course with one syllabus and one instructor. • Online math courses are not advisable for freshmen and new transfer students. • Developmental courses are not offered online (dynamic programs are an exception.) 	<ul style="list-style-type: none"> • Most courses offered in multiple modalities: lecture/discussion; emporium; with/without online homework; hybrid/blended lecture with computer lab; distance learning; 16-week; 12-week; 8-week; weekend. • Co-requisite classes are offered for both credit and developmental courses in traditional and NCBO models. • Developmental sections are not offered online. 	<p>All Students</p> <ul style="list-style-type: none"> • Most courses offered with multiple learning approaches: lecture, discussion, activities, recitation, all of which vary by instructor. • Course offerings are primarily traditional and occasional hybrid lecture settings. A few campuses have online courses available. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> • Online notes are available during class and outside of school hours to get ahead, stay on track with the class, or to catch up on material. • In class, students sometimes have the option of lecture/discussion, online lessons, or small groups. Homework is mostly on paper, but sometimes online. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> • Instruction is differentiated by student choice. • Classwork and homework are regularly assigned.
Technology	<ul style="list-style-type: none"> • Graphing calculators are <u>not</u> allowed in almost all courses; the only exception is Business Calculus. Some basic scientific calculators are allowed (no plus or pro models), and the policy is course/department-wide. No cell 	<ul style="list-style-type: none"> • Scientific calculators are allowed in developmental courses. • No cell phone calculators allowed. • Calculator policy for credit-level courses is set by the individual instructor. Some allow graphing 	<p>All Students</p> <ul style="list-style-type: none"> • Graphing and Online Calculators are used differently by teacher and course. • Desmos for exploration is also available for each unit. • On some campuses, online technology for

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	<p>phone calculators allowed.</p> <ul style="list-style-type: none"> Technologies (e.g. software, calculators) often must be learned independently, and mostly outside of class time. Many courses utilize online homework software. 	<p>calculators.</p> <ul style="list-style-type: none"> Software: Developmental math emporium sections all use a district-approved software. Instructors of non-emporium developmental sections may choose not to use a software. Software in credit sections, if used, is dependent on the instructor. Some sections do not use software, whereas others do. 	<p>homework allows students to check answers with immediate feedback and obtain online help through videos, examples, and live tutoring.</p> <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> Graphing calculators (GC) including TI-Inspire devices are allowed and encouraged in the classroom for most lessons and for all exams. Students are taught how to use GCs and have access to Desmos online for at-home use. Learning Management Systems are used to post videos and resources for students. Students only have access to hard textbook copies upon request. Online versions are available. They are given notes and homework in a packet. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> Calculators are provided per some course regulations, but policy is set by the instructor, and usage is restricted by topic at times per course. Several units each year are done without graphing calculators.
Homework and Grading	<ul style="list-style-type: none"> Homework problems address lecture content and material not necessarily discussed in class but for which students are informed they are responsible. Some group homework assignments. Students are encouraged to work together. At least three hours of work outside of class per hour of class time is expected and usually necessary. Dependent upon the course and instructor, homework may or may not be a component of a final course grade valued at 10% or 	<ul style="list-style-type: none"> Homework problems generally address material discussed in class. Dependent upon the course and instructor, homework may or may not be a component of a final course grade (generally 20% or less). At least three hours of work outside of class per hour of class time is expected. 	<p>All Students</p> <ul style="list-style-type: none"> Homework problems generally address material discussed in class. Mostly completion graded. Notes available to all students through Learning Management System. Class/Homework is 10-15% for PreAP classes, 20-30% for regular classes. Assessment percentages increase with grade level. PreAP Classes give an average of 30 problems per lesson or content for homework each class. Beginning with skill and leading to problem-solving questions. Regular classes vary in homework expectations. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> Students are given 10-25 minutes to complete class/homework. After class work is limited to no

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	less.		<p>more than 20 minutes.</p> <ul style="list-style-type: none"> • Online homework is limited. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> • Unfinished classwork becomes homework, which takes 15-45 minutes. • Limited online homework submissions, and limited software usage. • Students are responsible for checking practice assignments, and for grading and recording homework.
Assessment	<ul style="list-style-type: none"> • Comprehensive final exams are the norm. • Most unit and final exams are departmentalized (all sections take the same exams.) • Entry-level courses typically have review sheets for exams. Student organizations and tutors hold review sessions using those review packets. Reviews are rare for upperclassmen. • Tests may include material the instructor did not cover but that appeared in readings and homework problems. • Typically, 2-3 tests plus comprehensive final exam largely determine final course grades. • Grading methods are standardized across sections. • Make-up exams/quizzes are rare or nonexistent. • Extra-credit work is extremely limited, but could include an extra 5 points on some exams. 	<ul style="list-style-type: none"> • Except for developmental sections, comprehensive exams are at the discretion of the instructor. • In general, credit course exams are not departmentalized but there are some college-wide departmental exams required in credit-level courses. • Review sheets are at the discretion of the instructor but many instructors provide them. • Most test items are material covered by the instructor and with homework problems. • Developmental-level courses have departmental exams, and each campus sets standard grading categories and policies. • Grading methods are not standardized across sections for credit courses. • Instructors of credit-level course sections determine their own specific grading methods, tests, and number of tests. There are 	<p>All Students</p> <ul style="list-style-type: none"> • Minimum of 12 grades per 6 weeks period required by district, with 2 tests and 2 quizzes largely determining the final grade. Homework and other activities yield 12-20 grades per 6 weeks period. • Grading methods are standardized across courses and common exams are the norm. • Each chapter will have a quiz and common exam. Review sheets are given for each chapter. • Tests are comprised of questions in various formats. • Most instructors give 4-8 different variations of the exam with most test items from material covered by instructor, homework, quizzes, and activities completed in class. • For the majority of students, any failing exam can be made up within a 3-day period. • Two common finals given in a year: One in December and one in May. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> • Students are given 85 minutes in class to work on review documents that mirror the test. • Tests given once a unit include only materials that was covered by the instructor and were explicitly

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	<ul style="list-style-type: none"> Proctoring required for all campus and online exams. 	<p>no district or campus standards.</p> <ul style="list-style-type: none"> Proctoring required for all campus and online exams. Make-up exams/quizzes are up to instructor discretion. Retakes are not allowed. 	<p>on the review.</p> <ul style="list-style-type: none"> Students are given multiple formative assessments (quizzes) each unit, with opportunities to review and re-quiz. A comprehensive (non-comprehensive for freshman) exam is given at the end of the semester, after several classes of review for the exam. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> Extra credit assignments for test points are available. Review sheets are provided with worked solutions and videos. Students are given an instructional day to complete the review. Frequent and short assessments often comprised of multiple-choice questions are given with opportunities to correct them with one final exam per semester of yearlong courses. Finals may be exempted by upperclassmen. AP includes multiple-choice and free-response derived from the released and secured exams. IB has infrequent free-response exams using released IB exam questions graded using IB mark scheme and IB grade boundaries.
Grading Policies	<ul style="list-style-type: none"> Students may receive grade forgiveness (either grade omission or grade substitution) for no more than two lower-division courses taken at UT-Arlington. Upper-division courses are not eligible for grade forgiveness. No more than 6 withdraws are allowed. 	<ul style="list-style-type: none"> Unlimited course grade replacement attempts. TCC offers grade replacement such that students may retake a course, and only the better grade counts towards the student's TCC GPA. No more than 6 withdraws are allowed. 	<p>All Students</p> <ul style="list-style-type: none"> Students are offered summer school or retaking a course for a failed course grade replacement. Students can do credit recovery or grade redemption for any failed six-week section. <p>Freshman/Sophomores</p> <ul style="list-style-type: none"> Student is required to retake any failed degree-required course to earn credit. <p>Juniors/Seniors/PRE-AP/AP/IB</p> <ul style="list-style-type: none"> Test corrections are encouraged to ensure passing marks for the course. AP Students can drop from an advance course to

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			<p>regular course and get 10 points added to their grade.</p> <ul style="list-style-type: none"> Advanced classes give higher GPA than regular classes (possible 15 points rather than possible 12 in regular.)
Attendance	<ul style="list-style-type: none"> Faculty are encouraged to take attendance, but attendance policies vary from section to section. If graded, attendance in entry-level course are 5% or less of the final course grade. 	<ul style="list-style-type: none"> Attendance Policy: Faculty "may" drop students who miss more than 15% of a class and who are not keeping up with assignments. 	<ul style="list-style-type: none"> Teachers are required by law to take attendance per period. Students are required by law to attend class and meet state attendance standards in order to pass the class. 10-day absence failure and students can appeal the failure if passing the class. School follows up with absences on all students.