**SPRING 2016 SYLLABUS**

**Instructor Information**
Ms. Laura M. Morthland, Associate Professor

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Internet Address: laurab@siu.edu  
Direct Office Phone: 453-3717  
SoA Office Phone: 453-3734  
Office Mailbox: Located in the SoA office of the 4th Floor of Quigley Hall  
MRC: http://soamrl.wordpress.com/  
Spring Office Hours: Tues/Thurs 2:00 – 4:00 pm & F 12:00 – 2:00 pm

**Course Content:** All relevant course content will be placed on the ARC 252 Desire2Learn [D2L] course web site. This site can be accessed via SIU online at: https://online.siu.edu/ Hard copies of critical materials will be handed out to all students as needed; however, supplementary materials will often only be available on the D2L web site. Please contact me immediately if this poses a significant barrier to your course completion this term.

**Contacting Me:** My direct office phone is not formatted with an answering system so if you need to leave me a message please call the SoA office phone and leave a message for me with the receptionist. You may also contact me via e-mail. I check my e-mail with a fair amount of regularity; however, in the evening hours I may not have the opportunity and it may be the next day before I am able to answer your question or respond to any class related issues.

**Course Description:**
This course utilizes a series of studio exercises to develop an understanding of the use of a model for structuring design information, fundamentals of programming, research, communication skills and the design process. This course is designed to satisfy the writing portion of the Communication-Across-the-Curriculum requirements.

Prerequisites: ARCH 231, 251, 271, ENGL 101 and major in architectural studies or interior design or the consent of school director.

**Basic Course Objectives:** (Refer to Appendix 1 and 2 for detailed accreditation objectives)
Upon completion of this course, the student will:
- Understand the use of a design model or framework for structuring design information into a coherent body of subject matter
- Understand the fundamentals of programming in design
- Develop research skills
- Understand the use of precedent studies in the design process
- Develop the fundamentals of a design process from site analysis through design development
- Enhance verbal and written communication skills as used in the design profession
- Further develop graphic communication skill and presentation composition

**Meeting Times:**
This class will meet three times weekly; Mon, Wed, & Fri from 9:00 am to 11:50 a.m.
GENERAL STRUCTURE

This course will be a combination of lecture, in class discussion, in class exercises, desk critiques, and presentations. You will be expected to complete reading assignments as required. You will be expected to research as required for specified topics and studio project work. Although flexibility of class time is anticipated, the basic weekly format will be as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 9:15</td>
<td>Attendance &amp; General Announcements/Questions</td>
</tr>
<tr>
<td>9:15 – 10:15</td>
<td>Lecture/Discussion/In Class Exercise (if none, will begin with desk critiques)</td>
</tr>
<tr>
<td>10:25 – 11:50</td>
<td>Desk Critiques (time allowing on lecture/discussion/exercise days)</td>
</tr>
</tbody>
</table>

**Desk Critiques**

All design materials and ideas shall be in PRINTED, sketch or built format. You may use the computer to supplement, but unless there are hard copy ideas with which to critique and discuss you will forfeit your desk critique time.

**Presentation Expectations**

In this course you will take part in a number of impromptu review sessions and presentations as well as final project review sessions. Because of the nature of these review sessions, it is not possible to “make up” a presentation. Therefore, you are responsible for notifying the instructor immediately of any field trips that arise in other course work. If you miss a review due to illness, a written explanation with a Doctor or Student Health Services signature is required. In the event of a missed review, the instructor reserves the right to assign additional work as compensation for a missed review and/or proceed with a reduction of your final grade (refer to Attendance Policy).

**Class Communication**

Throughout the term, D2L and e-mail will be utilized as the primary form of communication when class is not in session. As in the working world, you are responsible for checking these on a daily basis for course updates.

**Friday Pin Up**

This semester we will utilize the bulk of the day on Friday’s for pin up of process work related to each project. Friday’s will generally be the standard due date for the four main problems. Please be prepared to exhibit your work and participate in discussion of the work each Friday.
COURSE REQUIREMENTS

Textbook
None Required, Readings will be provided as needed

Main Instructor Reference Texts

Basic Materials Required
1. Notepad/Sketchpad (at all times to record information, suggested 8.5 x 11)
2. Min. 12” tracing paper
3. Calculator
4. Writing utensils (pens, pencils, markers, etc)
5. Basic model building tools (cutting board, exacto knife w/blades, masking tape, etc)
6. A digital camera is recommended
7. All previous studio materials

Written Reflections
Refer to instructor handout the first week of class

Course Reflection
This term each student will complete a ‘course reflection' that summarizes their studio experience in relation three key issues: 1) the role and value of life-long learning, 2) the contributions of interior design and architecture to contemporary society and 3) the role of the instructor. Students will be given a digital Word file to type in reflections. No name will be needed on the reflection but a hard copy print out is required for submission at the time of final exam.

Digital Course Folder
This term each student will be required to submit problem content for the course within an individual digital folder. The digital folder should be named: Spring 16_Last Name_252. The digital course folder is due to the specified D2L drop box by 12:00 pm on Friday May 6th

Content:
A folder per project containing:

a. PDF copy of your final project layouts
b. Images (perspectives, plans, elevations, etc) used for the project layout saved as JPG files
c. Images of final models completed for the project saved as JPG files
ATTENDANCE POLICY

Attendance is expected and required in the design studio. As in a professional office, your participation and dedication are indications of your desire to be a design professional. If you miss a class it is your responsibility to acquire the information given in lecture and/or demonstration from another student. The instructor will not deliver information twice. Additionally, unless specifically discussed with the instructor, it is required that you work in studio until the end of scheduled class time. The instructor reserves the right to count you as absent if you leave studio early without prior approval by the instructor.

You are allowed to miss THREE classes each term without grade impact. The instructor will not ask for reason or documentation for the first three absences and you may not “post excuse” the absence…so use absences with caution and only if needed! After missing three classes, each additional class will result in a reduction of 3% points from your final grade.

Sign In

Attendance sign in sheets will be made available during the first 15 minutes of each class period. It is your personal responsibility to remember to sign your name on this list. The instructor is NOT responsible for reminding students to sign in. Attendance is based on your personal signature on the attendance sheet. A lack of signature indicates an absence for the day.

Presentations

Attendance is expected and required on all pin up and presentation days; particularly on final presentation days. This is a time to showcase your work and learn from the discussion of all project work on display or being presented. Attending late or failing attend a formal presentation may result in a 20 point automatic grade deduction on the final problem grade.

Exceptions

If you must miss MORE than three classes for a valid reason, such as a serious illness, death in the immediate family, or other dire circumstances (i.e. jury duty) please discuss the situation with the instructor immediately. The instructor reserves the right to request documentation to support the absence. It will remain the discretion of the instructor to determine if the student will be provided the opportunity to make-up or submit projects and/or assignments that may have been due during the absence period.
GRADING AND EVALUATIONS

SPECIAL NOTE

Any student who has a documented disability on file with the Disability Support Services [DSS] or the Achieve Program, and who anticipates needing accommodations in taking this class, should please notify the instructor as soon as possible. Requests for accommodations need to be accompanied by a letter verifying any learning disability sent from DSS or the Achieve Program.

If you do not have a documented disability but feel that you may need accommodations in taking this class, please notify the instructor as soon as possible. DSS can work with students to help determine if academic accommodations are needed and how best to administer the accommodations.

Please remember, the responsibility for communicating a disability and/or difficulty in learning in a timely manner rests with you. Accommodation cannot be provided if issues are left unstated and/or undocumented.

Student Work

Per SoA policy, the instructor reserves the right to keep individual projects and/or assignments for departmental record and use in program review sessions and/or as example work for successive terms. In this event, the instructor may choose to keep an original work or ask a student for a digital or hard copy of work for future use.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89.9 - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79.9 - 70%</td>
</tr>
<tr>
<td>D</td>
<td>69.9 - 60%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Course Criteria by Point Total

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem #1</td>
<td>100 pts</td>
</tr>
<tr>
<td>Problem #2</td>
<td>80 pts</td>
</tr>
<tr>
<td>Problem #3</td>
<td>120 pts</td>
</tr>
<tr>
<td>Team Member Evaluations (20 pts, part of Professionalism Score)</td>
<td>120 pts</td>
</tr>
<tr>
<td>Inquiry/Process (Friday Pin Ups – Top 6 scores out of the total)</td>
<td>60 pts</td>
</tr>
<tr>
<td>Written Components (3 based on assigned reading)</td>
<td>30 pts</td>
</tr>
<tr>
<td>Written Components (1 based on final review observation)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Written Components (1 formalized as part of Problem 3)</td>
<td>25 pts</td>
</tr>
<tr>
<td>Course Reflection*</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450 pts</strong></td>
</tr>
</tbody>
</table>

*Graded only on submission. Submission of reflection yields full points. No submission of reflection yields zero points.
**Project Grading Criteria**

Every project will be assessed based on the following criteria.

**Concept**
The concept is clearly articulated in written & diagrammatic form; it has direct relevance to the stated project challenge and goals; it forms the basic (and guiding) rationale for the project; it can be directly related to the final design solution.

**Design Quality**
The solution is appropriate to the defined concept and project function/program; the solution is creative; the solution is based upon (and/or shows command of) the elements and principles of design; the solution indicates a complexity of design thinking.

**Presentation Quality**
All presentation elements are laid out in a visually compelling manner that relates to the project and enhances the understanding of the design; images are professionally drawn/rendered, appropriately utilized (enhance the understanding of the design) and visually compelling; model(s) are well crafted, shown at the appropriate scale, and enhance the three dimensional understanding of the design.

**Professionalism**
All required elements are included/submitted; the work was submitted per the deadline; basic grammar, spelling, punctuation are appropriate; images and written content that comes from other sources has been given citation credit.

*If verbal presentation is required:* the verbal presentation has been thought out and prepared ahead of time; the verbal presentation is given with confidence; reviewers are taken on a clear path through the project, visually and verbally and have a clear understanding of the project upon presentation completion.

*If team work is required:* throughout the project you have been available to meet/work as a team; showcased independent initiative on project work; been cooperative with the team; showcased high productivity for all assigned tasks related to the project.

**Friday Pin Up/Presentation Rubric**

| ++ | 10 pts | Strong process |
| +  | 9 pts  | Solid process  |
| -  | 8 pts  | Basic process  |
| -  | 7 pts  | Very basic process |
| -  | 6-0 pts| Little to no process |

**Grade Contests**

If the student wishes to contest a grade the instructor must be contacted during noted office hours within one week of the date that the assignment/project has been returned/discussed in class. If it is determined by the instructor that the grade warrants modification, the grade will be updated.

**Late Work**

Work that is handed in late will be deducted 5 points the first day and 10 points each day until it is turned in. The first 5 point deduction happens the DAY the work is due (ex: Projects turned in at 12:30 pm instead of at 12:00 pm will be considered ONE DAY LATE and marked down 5 points). Weekends count as one day; University Holiday’s count as one day (except Spring Break which would be a standard 50 point deduction). The instructor will not come in on the weekends to check in project work.
Hand In Policy

Projects and/or assignments handed in (on-time or late work) must be personally received by the instructor. PLEASE NOTE: Unless expressly permitted by the instructor, work left on studio desks and not personally received by the instructor is not considered a “hand in” and will be marked late.

Exceptions

If illness, an emergency, or a required field trip/sporting event prevents you from turning in your work on time, you must notify the instructor before the assignment/project is due or as soon after as possible. Although every effort will be made to accommodate the emergency or event, the instructor reserves the right to proceed with a grade reduction if necessary.

Academic Dishonesty

The SIUC Conduct Code will be followed at all times in this course. Although the format of this course encourages collaboration and peer based learning, it is important that all assignments and project designs are your own work. The SIUC Conduct Code will be followed at all times in this course. For clarification of the SIUC Conduct Code visit http://www.siuc.edu/~policies/policies/conduct.html

NOTE: All major courses must be completed with a grade of ‘D’ or better. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include a zero for all missed assignments. It is important to note that continual non-attendance of a course does not automatically drop a student from enrollment in the course.
STUDIO CULTURE

"The students, staff and faculty of the Architecture School at Southern Illinois University Carbondale share the responsibility of possessing and preserving this policy. This policy builds upon, rather than replaces, the SIU code of conduct. Architecture faculty members are expected to model good behavior and hold students to the standards detailed in this Handbook. Students should encourage one another to maintain the School’s policies. When policies are disregarded, it is a shared responsibility to bring the infraction to the attention of the proper authority and seek proper resolution."

SoA Studio Culture Policy Preamble, August 2008

Please view the entire Studio Culture Policy, presented as a PDF, on the course D2L web site within the 'General Information' module.

Studio Expectations

Students are expected to read and understand the code of conduct contained in the STUDIO CULTURE handbook. Students are expected to adhere to proper conduct in studio at all times. Afterhours access to the studio is a privilege, not a right. Students should respect the facilities and their fellow studio mates both in and out of scheduled class times.

This means, among other things:

• Conduct all interaction in a courteous manner
• As much as humanly possible, please refrain from foul language
• Keep conversation levels to a low level out of respect for other students and instructors working within the shared space
• Music (when appropriate during open work session) should be enjoyed via headphones ONLY
• When other studio sections are in session there should be absolutely NO interruptions to their work flow

Studio Access

Unlike many university courses, you will be provided a permanent desk space within the room. Access to this space outside of class and afterhours is provided via a studio key. You will be given a studio key (if you so choose) the first week of class. THIS KEY IS STATE PROPERTY. As such it MUST be returned at the end of the term. NOTE: Although access to this room is controlled via keys, the security of valuables (especially after hours) CAN NOT be guaranteed. Use caution and discretion when leaving items of value unattended in studio.

Facility Care

This studio is “home” for the duration of the semester. As the studio is shared with another course please keep it clean and give EXTREME CARE to the furniture and equipment provided by the School of Architecture.

1. Per SIUC regulations, smoking is prohibited at all times in all indoor areas of property owned or controlled by the university.
2. The use of spray adhesive or spray paint is prohibited in the building. Please go outside to use these materials and place a protection sheet (or board) down to protect the environment.
3. No cutting of material is allowed on desktops.
4. Remember to lock the doors if you are the last person to leave.
5. Laptop computers shall be closed during lecture and discussion times unless required by a special needs issue.
6. All cell phones shall be in silent and/ or vibrate mode for the duration of the class.
APPENDIX 1

NATIONAL ARCHITECTURE ACCREDITING BOARD (NAAB)
2014 Student Performance Criteria, From NAAB 2014 Conditions for Accreditation

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:

- **Understanding**—The capacity to classify, compare, summarize, explain, and/or interpret information.
- **Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion. Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

- Being broadly educated; Valuing lifelong inquisitiveness; Communicating graphically in a range of media; Assessing evidence; Comprehending people, place, and context; Recognizing the disparate needs of client, community, and society.

For the purpose of accreditation, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course:

**A.1 Professional Communication Skills**: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

**A.2 Design Thinking Skills**: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

**A.3 Investigative Skills**: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

**A.4 Architectural Design Skills**: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

**A.5 Ordering Systems**: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

**A.6 Use of Precedents**: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
APPENDIX 2

COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA)
PROFESSIONAL STANDARDS 2011, STUDENT LEARNING EXPECTATIONS

There are thirteen standards that apply to Student Learning Expectations. In order to be accredited, an interior design program must comply with all these standards as well as three additional standards relating to program mission, goals, curriculum, and administration.

Student learning expectations are identified by three levels of learning:
- **Awareness** – familiarity with specified data and information that is demonstrated in student work.
- **Understand/Understanding** – a thorough comprehension of concepts and their interrelationships.
- **Apply/Ability/Able** – competent entry-level skills that must be demonstrated in completed student work.

Student work is broadly defined to include all tangible work produced by students such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

This course demonstrates student performance that meets the following CIDA accreditation criteria either in whole or in part:

2. Global Perspective for Design. Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.
   2.b. Students understand the implications of conducting the practice of design within a world context.
   2.c. Students understand how design needs may vary for a range of socio-economic stakeholders.
   2.d. Students have exposure to contemporary issues affecting interior design.
   2.e. Students have exposure to a variety of business, organizational, and familiar structures.
   2.f. Students have opportunities for developing knowledge of other cultures.

3. Human Behavior. The work of interior designers is informed by knowledge of behavioral science and human factors.
   3.a. Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

4. Design Process. Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.
   4.a. Students are able to identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
   4.b. Students are able to gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (evidence-based design).
   4.c. Students are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
   4.d. Students are able to demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.
   4.e. Students have opportunities to solve simple to complex design problems.
   4.f. Students have exposure to a range of design research and problem solving methods.
   4.g. Students have opportunity for innovation and creative thinking.
   4.h. Students have opportunity to develop critical listening skills.

   5.a. Students have awareness of teamwork structures and dynamics.
   5.b. Students have awareness of the nature and value of integrated design practices.
   5.c. Students experience collaboration, consensus building, leadership, and team work.
6. Communication. Entry-level interior designers are effective communicators.
6.a. Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
6.b. Students express ideas clearly in oral and written communication.
6.c. Students are able to use sketches as a design and communication tool (ideation drawings).
6.d. Students are able to produce competent presentation drawings across a range of appropriate media.
6.f. Students are able to integrate oral and visual material to present ideas clearly

8. History. Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.
8.e. Students apply historical precedent to inform design solutions.

9. Space and Form. Entry-level interior designers apply elements and principles of two- and three-dimensional design.
9.a. Students effectively apply the elements and principles of design to two-dimensional design solutions.
9.b. Students effectively apply the elements and principles of design to three-dimensional design solutions.
9.c. Students are able to evaluate and communicate theories or concepts of spatial definition and organization.

10.b. Student work demonstrates understanding of the interaction of color with materials, texture, light, form and the impact on interior environments.
10.c. Students appropriately select and apply color with regard to its multiple purposes.
10.d. Students apply color effectively in all aspects of visual communication (presentations, models, etc.)

13. Interior construction and Building Systems. Entry-level interior designers have knowledge of interior construction and building systems.
13.f. Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems.
APPENDIX 3

Southern Illinois University
Carbondale

Syllabus Attachment
Spring 2016
http://pvcaasiu.edu/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and
gender is a Civil Rights offense subject to the same kinds of accounta-
ability and the same kinds of support applied to offenses against other
protected categories such as race, national origin, etc. If you or someone
you know has been harassed or assaulted, you can find the appropriate
resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate
a university-wide program of care and support for students in any type of
distress—physical, emotional, financial, or personal. By working
closely with faculty, staff, students and their families, SIU will continue
to display a culture of care and demonstrate to our students and their
families that they are an important part of the community. For
Information on Saluki Cares: (618) 453-5714, or salukicas@siu.edu,
http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a
safe and healthy environment for study and work. We ask that you
become familiar with the SIU Emergency Response Plan and Build-
ing Emergency Response Team (B ERT) programs. Emergency re-
sponse information is available on posters in buildings on campus,
available on BERT’s website at www.bert.siu.edu, Department of
Safety’s website at www.dps.siu.edu (disaster drop down) and the
Emergency Response Guideline pamphlet. Instructors will provide
guidance and direction to students in the classroom in the event of an
emergency afflicting your location. It is important that you follow these
instructions and stay with your instructor during an evacuation or
sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different
cultures and sub-cultures, and representing all strata of society,
nationalities, ethnicities, lifestyles, and affiliations. Learning from and
working with people who differ is an important part of education as well
as an essential preparation for any career. For more information please
visit: http://www.inclusivexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on
campus and math labs. To find more information please visit the Center
for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://math.siu.edu/courses/college-01-pdhp.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and
faculty. To find a Center or Schedule an appointment please visit
http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with
federal and state equity policies and handles reporting and investigating
discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:
SAULIKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaasiu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2016 R.O’Reille
Appendix 4

Building Emergency Response Protocols for Syllabus:

University’s Emergency Procedure Clause:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Students With a Disability:

Instructors and students in the class will work together as a team to assist students with a disability safely out of the building. Students with a disability will stay with the instructor and communicate with the instructor what is the safest way to assist them.

Tornado:

During the spring semester we have a Storm Drill.

Pick up your belongings and your instructor will lead you to a safe area of the basement. No one will be allowed to stay upstairs. Stay away from windows. The drill should not last more than 10 minutes. You must stay with your instructor so he/she can take roll. Students need to be quiet in the basement as the BERT members are listening to emergency instructions on handheld radios and cannot hear well in the basement.

Fire:

During the fall semester we have a Fire Drill.

Pick up your belongings and your instructor will lead you to either the North or South parking lot depending on what part of the building your class is in. You must stay with your instructor so he/she can take roll. As soon as the building is all clear, you will be allowed to return to class.

These drills are to train instructors and the Building Emergency Response Team to get everyone to a safe place during an emergency.

Bomb Threat:

If someone calls in a bomb threat, class will be suspended and students will be asked to pick up their belongings, evacuate the building and leave the premises. Do not leave anything that is yours behind. We will not allow anyone back into the building until the police and bomb squad give us an all clear. DO NOT USE YOUR CELL PHONES. Some bombs are triggered by a cell phone signal.
Shooter in the Building:

If it is safe to leave, move to a safe area far from the building away from where the shooter is located. If anyone has any information about the shooter, please contact the police after they have gone someplace safe.

If it is not safe to leave, go into a room, lock the door and turn out the lights. Everyone should spread out and not huddle together as a group. Don't stand in front of the door or in line of fire with the door. Students' chair and desks should be piled in front of the glass and door as a barricade and the teacher's desk, podium and anything movable can be pushed against the door. This is intended to slow down any attempts to enter the classroom. If it looks like the shooter is persistent and able to enter, make a lot of noise and have the students use everything in their backpacks to throw at the shooter to distract him.

Silence all cell phones after one person in the room calls the police and informs them of their location and how many people are in the room. Be quiet and wait for the police to arrive. The police are looking for one or more shooters, and they have no way of knowing if the shooter is in the room people are hiding in. For this reason, when the police enter the room, no one should have anything in his/her hands and each person MUST raise his/her hands above his/her head.

Earthquake:

In the event of an earthquake, you are advised to take cover quickly under heavy furniture or crouch near an interior wall or corner and cover your head to avoid falling debris. Outside the building are trees and power lines and debris from the building itself that you will need to stay away from. In the building, large open areas like auditoriums are the most dangerous. Do not try to escape on a stairway or elevator. Do not hide under a stairway. We do not recommend that you stand in a doorway because the door could shut from the vibrations and crush your fingers trapping you there.

Rave Mobile Safety Alert System:

We recommend that you sign up for the Rave Mobile Safety Alert System. It is a new system that replaces the WENS system to alert you through emergency text messages on your cell phone and emails for emergencies on campus, weather reports and emergency school closures. You have to sign up. If you were signed up for WENS it does not roll over. You have to sign up for Rave Mobile Safety Alert System. Go to hrss.siu.edu (Human Resources Self-Services System), login with your regular SIU login username and password, click on Personal Information, fill out the information or update the information and save it. For more information, visit dps.siu.edu, contact SalukiTech at 453-5155 or salukitech@siu.edu.

CPR/First Aid Classes:

If you would be interested in getting your name on a list for a free four hr. CPR or First Aid class contact LaVon Donley-Cornett at lavong@siu.edu.

Women's Self Defense Classes are offered to female students faculty and staff by the Department of SIU Public Safety. For more information, contact Officer Russell Thomas russell@dps.siu.edu.
MEMO

Date: ________________

To: Ms. Laura Morthland

From: ____________________________________________________________

Subject: ARC/ID 252 Syllabus, Spring 2016

I have read the course syllabus and reviewed the course calendar. I understand the requirements of the class. I have paid particular attention to the presentation policies, absence policy, grading policy and scale, as well as the basic rubrics. I understand that I am fully responsible for meeting the requirements as stated in the course syllabus.

________________________________________________________________________

Signed and Dated