

Syllabus for UCOL 1523: Gateway to Belonging at OU

Course Information

Instructor: To be announced

Email: To be announced

Term: Fall 2021 Semester

Term Dates: August 23 - December 10, 2021

Class Days and Time: TBA

Class Location: TBA

Welcome to UCOL 1523

We really hope that you will enjoy this class. UCOL 1523 Gateway to Belonging at OU is a 3 credit-hour course that meets the Core V First Year Experience General Education requirement. The course is built around five core objectives—cultural fluency, critical thinking, civil discourse, citizenship, and community engagement—and supports students in developing a true understanding of others as well as a sense of belonging at OU and beyond.

Course Description:

This course is designed as a gateway to the University of Oklahoma, where a multitude of perspectives are welcomed and valued. We seek to build a place of belonging that offers recognition and respect to all its members, understanding that this demands a willingness from all of us to foster understanding and empathy, in the classroom and out of it. Understanding and valuing the many cultures, identities, and perspectives of our OU community is an essential foundation to the rest of the education you will receive at OU. It lies at the heart of what we aim to achieve in our general education curriculum.

This course offers students an opportunity to consider how they have formed their own beliefs and opinions and how they can listen, learn, and interact with one another to gain the most from their college experience. OU brings together students, faculty, and staff from a variety of backgrounds and experiences and from numerous countries around the world. This is part of what makes our university an exciting and rewarding place of learning. In order to take full advantage of this experience, we need to listen attentively to one another and respect and learn from each other's experiences and perspectives. We need to develop the self-awareness that will prepare us to be positive members of the university community, who are committed to the personal and intellectual growth of others.

In this course you will be challenged to listen and learn from your classmates' different values and views. You will be exposed to the different perspectives and histories that inform their understanding of the world and compose the multiple, complex cultures that make up the mosaic of American life. You will increase your understanding of the structures of opportunity and inequity, of power and privilege that have shaped the communities and identities of your classmates. You will be asked to engage in the practice of civil discourse,

understanding that we can disagree with one another with integrity, humility, and a willingness to learn and change. Civil discourse lies at the very heart of democracy and is a core value of university life.

The knowledge, skills and tools you acquire in this course will assist you throughout your careers as you move into an increasingly global world. You will have an increased appreciation for the ways in which our differences and commonalities enrich every aspect of our work and lives. Most importantly, our hope when you complete this course, is that you will be inspired to engage fully in the on-going task of creating an inclusive community here on our campus and where ever your path takes you after you leave.

Course Objectives:

In this course you will gain an understanding of:

- How you have formed your opinions and beliefs about yourselves and others.
- Diverse perspectives from people of different abilities, identities, cultures, and social backgrounds.
- How individual identities are formed and perceived, including the sources of stereotypes, prejudice, and discrimination.
- Intercultural awareness that will allow you to interact more effectively with others.
- Historical dynamics and legacies in the US and the ways in which they shape our experiences of belonging and community.
- Struggles for inclusion and belonging in America.
- Intergroup and collaborative dialogue skills applicable with diverse persons across multiple settings.
- Strategies and practices to create an inclusive campus culture and community where everyone feels like they belong

Course Format:

This course will draw upon a variety of speakers from campus and the broader community. It will be highly interactive with a strong emphasis on class participation.

Course Materials:

This course will use a variety of materials including films, readings, and blogs.

Required Materials

Throughout this course, from the first day to the final exam, you'll need the following required materials -

ISBN 13: 9781648768538:

Ackert, A. R. (2021). *How to Cultivate Belonging: A Guide to Improving Your Relationship and Connection with Others*. Emeryville, CA: Rockridge Press. This book is available on [soonerbooks.com](https://www.soonerbooks.com) and anywhere books are sold.

ISBN 13: 9781071821220:

Heinzen, T. & Goodfriend, W. (2021). *Social Psychology, Second Edition*. Los Angeles, CA: Sage Publishing, Inc. This book is available on [soonerbooks.com](https://www.soonerbooks.com) and anywhere books are sold.

To access the Heinzen & Goodfriend materials, all sections of UCOL 1523, Gateway to Belonging, have been selected for an "Inclusive Access" program which provides less expensive digital course materials, easier purchase, and direct delivery through Canvas. All Inclusive Access digital course materials are provided to enrolled students by the first day of class through Canvas. Students may opt-out of this program through their Soonerbooks account eLibrary; however, the digital course materials are required, are necessary for maximum success in this course, and are not available anywhere for a lower price.

Course Outline:**Part 1: Building Cultural Fluency: Understanding our individual experiences and self-awareness**

"All of these stories make me who I am. But to insist on only these negative stories is to flatten my experience, and to overlook the many other stories that formed me. The single story creates stereotypes. And the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story... I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar." (Chimamanda Adichie, "The Danger of a Single Story")

We begin this unit by exploring who we are, what we consider to be important aspects of our identities and why. Where do we come from? What are our stories? Using this understanding of our commonalities and differences, we will explore our experiences of belonging in various settings. We will gain an understanding of implicit bias and other sources of cognitive bias including stereotypes (cognitions), prejudice (feelings), and discrimination (behaviors), that can promote or impede a sense of belonging. We will gain a sense of the multitude of experiences we bring to our time of learning together, and of how best to interact with one another in and out of the classroom.

We will also explore what we bring individually to the process of learning. What beliefs do we hold and why? How do we know what we know? What are the important principles of critical thinking we can bring to our educational experience at OU? What are the areas we find difficult to engage in and why? We will explore the difference between opinion, belief and fact through such concepts as subjectivity and objectivity and descriptive/normative distinctions.

Possible Learning Activities:

Students interview someone with a different belief or value system and provide an in-class presentation on the learning.

Students could be broken into small groups of 4 and research a culture different than any represented within the group and discuss stereotypes and new learning and submit a paper and provide an in-class presentation

Part II: Understanding our Collective Experiences and Histories: Belonging in the American Context

“Facing our history means reckoning with our repeated failure to live up to our ideals in the United States, not just as institutions but as individuals. It also means taking strength from the bravery and persistence of those who have always insisted that America keep its promises.” (Reflections from Roger Brooks on George Floyd)

This unit will explore the relationship between individuals and society and what it means to belong in the American context. What is the meaning and experience of belonging in our nation, our state and in our local communities? What are the principles and promises of inclusion laid out in American founding ideals? To what extent have they been realized? Who belongs and why? You will explore critical moments in the struggles of various communities for inclusion and rights, particularly here in Oklahoma, as well as their legacies today.

Possible case studies:

Black townships and civil rights (Clara Luper); Native American tribal and sovereignty rights; integration at the University of Oklahoma.

Part III: Behavior for Building an Inclusive OU Community: Fostering informed citizenship

“But the end is reconciliation; the end is redemption; the end is the creation of the beloved community. It is this type of spirit and this type of love that can transform opposers into friends. It is this type of understanding goodwill that will transform the deep gloom of the old age into the exuberant gladness of the

new age. It is this love which will bring about miracles in the hearts of men.” (Rev. Dr. Martin Luther King, Jr., “Facing the Challenge of a New Age”)

The last part of this course explores ways to create a shared vision and values for an inclusive, equitable culture on our campus and beyond. We will identify collaborative skills for intergroup dialogues; consider approaches to “upstander” intervention in the case of prejudice and discrimination, and articulate ways in which we can become active and engaged members of our campus and wider communities. There are many ways to participate in improving your communities here at OU and beyond. How will you choose to participate as members of this community and as members of a larger society? You will have the opportunity to practice dialogue and understanding by engaging with different communities on and off campus.

Possible Learning Activities:

Students participate in a service-learning activity within the city of Norman or OKC, exploring a new perspective and provide a presentation on the experience and the learning.

Students participate in an immersion experience for four to six hours with student organizations, offices/departments, or community agencies. They write a paper and discuss the new learning from this experience.

Support for this course:

There are many resources available to you at the University of Oklahoma, including your professors. If you have questions or an extenuating circumstance, please come and talk to me.

Use of electronic devices:

Electronic devices may be integrated into the course as relevant and directed by your instructor. Electronic devices may be provided for these activities. Gateway to Belonging at OU is an active learning environment. Use of cell phones or other electronic devices outside of instructor-guided integration is a distraction from learning for you and your classmates and is not permitted.

Grading Policies:

Completing assignments on time is important to your success in this course and at OU. Thus, assignments must be turned in on time to be graded. You are responsible for knowing when assignments are due and how assignments are to be turned in as this information will be posted on Canvas.

Attendance and Participation (25 pts. or 5% of total grade)

University policy has been established to protect the OU community by ensuring that students who are ill or required to isolate feel encouraged to remain at home. Missing a class session or other class activity due to illness or isolation will not result in a penalty for the absence, and the student will not be asked to provide formal documentation from a healthcare provider to excuse the absence. This policy is based on all students and faculty adhering to the principles of integrity, honesty, and concern for others.

Students who are experiencing symptoms of COVID-19, including cough, fever, shortness of breath, muscle pain, headache, chills, sore throat, loss of taste or smell, congestion or runny nose, nausea or vomiting, or diarrhea or who have been in close contact with others who have symptoms should:

- Remain at home to protect others
- Ensure that any needed screening has been conducted ([COVID-19 Screening and Reporting Tool](#)) and any [needed treatment obtained](#)
- Contact the instructor prior to absence or inability to participate, if possible, and provide an honest report of the reason for which you cannot attend class or complete a course activity
- Continue to complete coursework to the extent possible, using Canvas, zoom, and other online tools
- Submit assignments electronically to the extent possible and as directed by the instructor
- Communicate with the instructor to arrange modifications to deadlines or work requirements or reschedule exams or other important course activities, when it is necessary
- In observance of current, OU COVID-19 policies, the following attendance guidelines relate to non-COVID-19 related conditions. Attending class is expected for all class periods to help students understand and remember key concepts, exercise civil discourse, and evaluate changes in one's sense of belonging at OU.
- Student attendance is posted in Canvas.

Assignments:

Presentation Assignment – Gateway to Grassroot Groups

(75 pts. or 15% of total grade)

OU student clubs, neighborhood groups, and local organizations span many areas of interest. The meetings, memberships, and sponsored events are educational, entertaining, and offer opportunities for students to express citizenship and community engagement on campus and in surrounding communities. The purpose of the presentation assignment is to provide YOU an opportunity to create a presentation that properly identifies and critically evaluates a grassroots group that is meaningful to you, suits your schedule, and occurs during this semester.

- For this assignment, each student will visit (in person or virtually) an OU student club, community group, or local organizations and then create an original presentation that summarizes key elements of the featured grassroots group to others.
- Additional information will be made available in class and under the *Assignments* tab on Canvas.
- Due date is during **Week 5 of the fall semester.**

Note: Students' grassroots group selections MUST BE submitted in advance for preapproval by the course instructor in order to be accepted for grading considerations.

Written Assignment – Understanding our Collective Experiences and Group-Level Belonging in Oklahoma (75 pts. or 15% of total grade)

What is the meaning and experience of belonging in our nation, our state and in our local communities? Who belongs and why? You will view selected media, such as *Understanding Oklahoma* with commentaries by expert, OU scholars to help you explore challenges to cultural fluency along with critical moments in the struggles of various communities for inclusion and rights, particularly here in Oklahoma. The purpose of this writing assignment is to provide you with an opportunity to connect yourself with the readings, documented civil discourse, and activities covered in the Gateway to Belonging at OU course. For this assignment, each student will prepare a written report that answers the designated questions in paragraph/sentence form. The assignment should be typed, limited to 7 pages, including a cover page and references, using APA format or a style format preapproved by your course instructor. Additional information will be made available in class and under the *Assignments* tab on Canvas. Submit your FINAL written paper via the course website.

Due date is during **Week 12 of the fall semester.**

Belonging Toolbox Online Open Book Test (100 pts. or 20% of total grade)

By exploring who we are, what we consider to be important aspects of our identities and why, we inevitably cultivate belonging for ourselves and recognize our connection to others. There will be a total of **TWO** online tests of critical thinking, specific to the Belonging Toolbox Assignments from the required workbook.

- The tests are online, open book, and non-cumulative in nature and will consist of multiple-choice questions.
- Each toolbox test will assess students' advance completion of the Belonging Toolbox Assignments, as indicated on the schedule.
- You can earn up to **50 points each for Toolbox Test 1 and Toolbox Test 2.**
- **Toolbox Open Book online Test 1** occurs during **Week 6 of the semester** and **Toolbox Open Book online Test 2** occurs during **Week 15 of the semester.**

Exams (225 pts. or 45% of total grade)

There will be a total of **THREE** examinations to assess understanding of course content.

- All three exams will consist mostly of multiple-choice questions. Exams 1 & 2 are non-cumulative in nature and the Final Exam 3 is cumulative.
- Each exam will cover readings, media, lectures, and discussions, as indicated on the schedule.
- You can earn up to **75 points each for Exam 1, Exam 2, and Exam 3.**

Grade Calculation

Below are the requirements for each letter grade based on the following total amount of points:

A = 450 points and above (at least 90% of 500)

B = 449 - 400 points (at least 80% of 500)

C = 399 - 350 points (at least 70% of 500)

D = 349 - 300 points (at least 60% of 500)

F = 299 points and below (at least 59% of 500)

Exams (up to 225 points or 45% of total grade) + Toolbox Tests (up to 100 points or 20% of total grade) + Written Assignment (up to 75 points or 15% of total grade) + Presentation Assignment (up to 75 points or 15% of total grade) + Attendance/ Participation (up to 25 points or 5% of total grade) = 500 Pts.

Extra Credit is available as instructed (**up to 25 pts. or 5% of total grade**)

This course is not graded on a curve.

COURSE OUTLINE AND SCHEDULE (Tentative)

Note that for reading assignments, "AW" = Ackert's Workbook and "HG" = Heinzen & Goodfriend Modules

Dates	Topics	Assignments (Ones in BOLD are graded.)
Week 1 (Aug. 23 - 27, 2021)	<ul style="list-style-type: none"> • Introduction to the Course and Canvas • Overview of the Syllabus 	Purchase/order required course materials by 08/25-26/2021.
Week 2 (Aug. 30 – Sept. 3, 2021)	<ul style="list-style-type: none"> • Develop a Sense of Belonging (AW) and Embrace Acceptance (AW) • Gateway to Grassroot Groups Presentation Assignment 	Read pages viii -34 and complete Belonging Toolbox exercises in Ackert's Workbook (AW) on pp. 27, 28, 32, and 33 by 08/29-30/2021.
Week 3 (Sept. 6 -10, 2021)	<ul style="list-style-type: none"> • The Basic Elements of the Scientific Method • Research Method Options • How to recognize Trustworthy Research (HG) • Gateway to Grassroot Groups Presentation Assignment Topic Selection 	Read "How can I recognize trustworthy research" section posted in Canvas by 09/07-08/2021. Select a first choice and a second-choice campus or community activity for the Gateway to Grassroot Groups Presentation Assignment by 09/08-09/2021.
Week 4 (Sept. 13 -17, 2021)	<ul style="list-style-type: none"> • How Practice Compassion (AW) and How to Overcome Negative Thinking (AW) • Gateway to Grassroot Groups Presentation Assignment Draft Q & A 	Read pages 37-73 and complete Belonging Toolbox exercises in Ackert's Workbook (AW) on pp. 42, 43, 44, 47, 48, 63, 64, 65, 66, 67, 71, and 72 by 09/15-16/2021. Make an outline of your presentation slides, attend the campus or community activity, and organize your notes for the Gateway to Grassroot Groups Presentation Assignment by 09/15-16/2021.
Week 5 (Sept. 20 - 24, 2021)	<ul style="list-style-type: none"> • Group Processes, Sections 1, 2, & 3 (HG) 	Read Group Processes, Sections 1, 2, and 3. posted in Canvas. by 09/20-21/2021. Assignment 1 – Gateway to Grassroot Groups Presentations, Due 09/22-23/2021
Week 6 (Sept. 27 - Oct. 1, 2021)	<ul style="list-style-type: none"> • The Social Self, Sections 1, 2, & 3 (HG) 	Toolbox Open Book Online Test 1 is on 09/27-28/2021. Read The Social Self, Sections 1, 2, and 3. posted in Canvas. by 09/29-30/2021.
Week 7 (Oct. 4 - 8, 2021)	<ul style="list-style-type: none"> • Attitudes and Persuasion, Sections 1, 2, & 3 (HG) 	Read Attitudes and Persuasion, Sections 1, 2, and 3. posted in Canvas by 10/04-05/2021.
Week 8 (Oct. 11-15, 2021)	<ul style="list-style-type: none"> • Cultivating Belonging at the OU Library • Introduction to Group-Level Belonging in Oklahoma 	In person, Exam 1 , covering Group Processes, Social Self, Attitudes, & Persuasion sections, is on 10/12-13/2021. Complete online library tutorial by 10/15/2021.
Week 9 (Oct. 18-22, 2021)	<ul style="list-style-type: none"> • Stereotypes, Prejudice & Discrimination Sect. 1– 3 (HG) • Understanding Oklahoma using Inclusive Excellence series with class discussion and activities. 	Read Stereotypes, Prejudice and Discrimination Sections 1, 2, and 3. posted in Canvas by 10/18-19/2021.
Week 10 (Oct. 25-29, 2021)	<ul style="list-style-type: none"> • Assignment 2 walk-thru the description of the assignment, discuss choosing an interview, selecting sources, and creating an outline. 	View chosen interviews from Inclusive Excellence series and begin outline of paper for Assignment 2 by 10/25-26/2021.
Week 11 (Nov. 1-5, 2021)	<ul style="list-style-type: none"> • Assignment 2 Q & A – provide guidance and feedback before final submission. 	Submit chosen interview from Inclusive Excellence series, submit sources selected, and submit an outline of paper for Assignment 2, due 11/01-05/2021.
Week 12 (Nov. 8-12, 2021)	Aggression, pages 285 - 303 (HG) + Helping and Prosocial Behavior, Section 1 - pages 242 - 252 only (HG)	Read Aggression, start with the section - Cultural Influences on aggression and continue to the end of the module in Canvas by 11/08-09/2021. Read Prosocial Behavior section 10.1 only posted in Canvas 11/010-11/2021. Assignment 2 – Group-Level Belonging in OK Assignment 2, Due 11/12/2021.
Week 13 (Nov. 15-19, 2021)	<ul style="list-style-type: none"> • Course Evaluation and Reflections from students • How to Shift Your Mindset + Work on Self-Care (AW) 	Exam 2 is Open Book Online , covering Stereotypes, Prejudice, Discrimination, Aggression, Helping, and Prosocial Behavior sections, is on 11/17-18/2021. Read pages 75 -110 and complete Belonging Toolbox exercises in Ackert's Workbook (AW) on pp. 81, 82, 86, 87, 88, 103, 104,108, and 109 by 11/22-23/2021.
Week 14 (Nov. 22-26, 2021)	<ul style="list-style-type: none"> • Work on Self-Care + Fostering Connection (AW) • Thanksgiving Vacation – No classes (11/24-28, 2021) 	Read pages 113 - 148 and complete Belonging Toolbox exercises in Ackert's Workbook (AW) on pp. 119, 120, 121, 122,123, 128, 142,143,145,146, and 147 by 11/22-23/2021.
Week 15 (Nov. 29-Dec. 3, 2021)	<ul style="list-style-type: none"> • Fostering Connection (AW) and Everyday Belonging (AW) 	Toolbox Open Book Online Test 2 on 12/01-02/2021.
Week 16 (Dec. 6-10, 2021)	<ul style="list-style-type: none"> • Course Wrap-up + Key Takeaways to Belonging at OU. 	Complete Student Course Evaluations and Reflections.
Week 17 (Dec. 13-17, 2021)	<ul style="list-style-type: none"> • Final Exam Preparation Period. 	Exam 3 is Open Book. It will be available online from Weeks 16 (remote) and 17 (in person) to 4:00pm on 12/17/2021.

IMPORTANT UNIVERSITY POLICIES

Academic Conduct and Integrity

What does “academic integrity” mean? Academic integrity means honesty and responsibility in scholarship. Here are the basic expectations about academic work at the University of Oklahoma;

- 1) Students attend OU in order to learn and grow.
- 2) Academic assignments exist for the sake of this goal.
- 3) Grades exist to show how fully the goal is attained.
- 4) Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding these basic rules, without which no university can exist. Academic misconduct (cheating) is not just “against the rules.” It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly. The University subscribes to Turnitin.com, a program to check student papers for originality. Other academic integrity information can be found at:

<http://integrity.ou.edu/index.html>

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at (405) 325-2215 (available during regular business hours) or OU Advocates (405) 615-0013 (available 24/7) to learn more or to report an incident.

Accommodation Statement

“Any student in this class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.” The Accessibility and Disability Resource Center (ADRC) provides support for students with documented disabilities, and you can contact them at drc@ou.edu or (405)-325-3852.

Land Acknowledgement

Long before the University of Oklahoma was established, the land on which the University now resides was the traditional home of the “Hasinai” Caddo Nation and “Kirikir?i:s” Wichita & Affiliated Tribes. This land was also once part of the Muscogee Creek and Seminole nations.

We acknowledge this territory once also served as a hunting ground, trade exchange point, and migration route for the Apache, Comanche, Kiowa and Osage nations. Today, 39 federally-recognized Tribal nations dwell in what is now the State of Oklahoma as a result of settler colonial policies designed to assimilate Indigenous peoples.

The University of Oklahoma recognizes the historical connection our university has with its indigenous community. We acknowledge, honor and respect the diverse Indigenous peoples connected to this land. We fully recognize, support and advocate for the sovereign rights of all of Oklahoma's 39 tribal nations.

This acknowledgement is aligned with our university's core value of creating a diverse and inclusive community. It is our institutional responsibility to recognize and acknowledge the people, culture and history that make up our entire OU Community.

Religious Observance

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

Non-Discrimination

The University does not discriminate or permit discrimination by any member of its community against any individual based on the individual's race, color, religion, political beliefs, national origin, age (40 or older), sex (see Sexual Misconduct, Discrimination and Harassment policy [ou.edu/content/eoo/policies.html](http://www.ou.edu/content/eoo/policies.html)), sexual orientation, genetic information, gender identity, gender expression, disability, or veteran status in matters of admissions, employment, financial aid, housing, services in educational programs or activities, or health care services that the University operates or provides. For more information, please visit <http://www.ou.edu/eoo/policies-procedures/non-discrimination>.

Adjustments for Pregnancy/Childbirth Related Issues Statement

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact your instructor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar to scope to accommodations based on temporary disability. Please see [www.ou.edu/content/eoo/faws/\[regnancy-faqs.html](http://www.ou.edu/content/eoo/faws/[regnancy-faqs.html) for commonly asked questions.

COVID Classroom and Campus Protocols

The OU Masking Policy can be reviewed at <https://www.ou.edu/together/university-mandatory-masking-policy>. Illness due to COVID follow the same guidelines as all others considered by university policies. The Instructional Continuity Guidance and FAQs Regarding Instruction sites have been updated for Fall 2021. <https://ou.edu/together/instructional-faculty>
<https://www.ou.edu/together/instructional-faculty/instructional-continuity-guidance>
<https://ou.edu/together/instructional-faculty/faq>

Emergency Protocols

During an emergency, there are official university procedures that will maximize your safety. You may find more information here: <http://www.ou.edu/emergencypreparedness/procedures>.

Fire Alarm/General Emergency

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits.
3. *ASSIST* those that may need help.
4. *PROCEED* to the emergency assembly area.
5. *ONCE* safely outside, *NOTIFY* first responders of anyone that may still be inside building due to mobility issues.
6. *WAIT* for official notice before attempting to re-enter the building.

Severe Weather

If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather

1. *LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances
2. *SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. *GO* to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. *GET IN, GET DOWN, COVER UP.*
5. *WAIT* for official notice to resume normal activities.

Review Refuge Areas here:

<http://www.ou.edu/emergencypreparedness/prepare/refuge-on-campus>.

Armed Subject/Campus Intruder

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

1. *GET OUT*: If you believe you can get out of the area *WITHOUT* encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911.
2. *HIDE OUT*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room.
3. *TAKE OUT*: As a last resort fight to defend yourself.

For more information, visit: <http://www.ou.edu/emergencypreparedness>.

That's it! Thanks for reading this course syllabus.

We appreciate your time and participation in UCOL 1523!