

Seminar in Academic and Student Affairs in Higher Education

EDP 385C

Unique Number 11040

Spring 2017

Thursdays 1-4pm in SZB 444

Education is the most powerful weapon which you can use to change the world.

- Nelson Mandela

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Table of Contents:

Course Description	Course Requirements	Policies & Resources
2 Course aims, outcomes, and rationale 2 Course objectives 3 Course format	3 Required materials 4 Supplemental materials 4 Course schedule 7 Evaluation schema/grading for the course 9 Grading Scale 9 Attendance & Participation 9 Principles for Constructive Engagement 9 A note about self advocacy 9 Be a life long learner	10 Classroom Policies 11 University Policies 12 Campus Resources 13 Important Safety Information

COURSE DESCRIPTION

This course is designed to cover subjects related to the organization and structure of settings of higher education and strategies for promoting the development of post-secondary students.

I reserve the right to alter, change, and/or delete the course materials in this course syllabus due to any unforeseen circumstances or to enhance the educational objectives of this course.

Educational Psychology 381 (Topic 34), 481 (Topic 34), and 385C (Topic 12) may not both be counted. Course number may be repeated for credit when the topics vary. Prerequisite: Graduate standing.

Course Aims, Outcomes, and Rationale

This graduate seminar aims to provide participants with a general overview of the historical context of modern-day higher education, explore and understand a broad spectrum of contemporary issues and challenges confronting the U.S. higher education system, and examine the unique roles and contributions that counselors/mental health professionals can play in addressing these challenges.

Students enrolling in higher education programs are increasingly facing higher tuition costs as institutions of higher education (IHEs) receive less revenue from governmental sources and students have diminishing access to financial aid. As a result, a higher percentage of students are leaving higher education programs with greater debt as they enter an increasingly competitive employment market. Low completion rates, underrepresentation of students from lower socio-economic and diverse backgrounds, and inadequate readiness for the academic demands encountered in higher education are just a few of the major challenges institutions of higher education are facing. Collectively, these issues are contributing to a call for IHEs to improve access and affordability as well as to become more accountable for facilitating higher student graduation rates and verifying the knowledge and skills acquired during the college experience. These and other forces contribute to the need for IHEs to examine their academic, student affairs, and business practices to improve student engagement and performance, streamline administrative systems to produce greater efficiency and ease of usage, revamp programs and services to focus resources on eliminating or ameliorating impediments to academic success, and engage in other changes important to stakeholders.

Those who are contemplating working in higher education will need to have the skills and temperament to work in an environment that is undergoing substantial change. In times of change people who are good at collaborating on tasks, problem-solving, innovating, resolving conflicts, and understanding the dynamics of organizational change often prosper by creating career advancement opportunities and helping their institution move in productive directions.

Course Objectives

By the end of the course, students should be able to:

- recognize the historical context of higher education in the U.S. and explain how that historical context impacts current issues and practices in higher education
- analyze critical issues that will drive change in institutional policies and practices
- access and critique articles about current issues in higher education
- work collaboratively to identify, research, analyze, evaluate, and problem-solve contemporary challenges in higher education
- identify and critique how public policy, legislative powers, institutional policy, and rule-making authority are used to create change
- appraise which campus roles are well-suited for the skill-sets of counselors/mental health professionals

- identify opportunities for counselors/mental health professionals to contribute to addressing the major challenges in higher education

Course Format

Since this is a seminar, it will rely more on understanding and critical analysis of assigned readings and projects via in-class discussions than traditional lectures. Since much of what we learn in this course will occur in class, it is vital that you attend, come fully prepared, and be mentally present in class. Additionally, since I emphasize a collaborative (as opposed to individual/competitive) learning style, some of your preparatory work for certain classes will occur in small work groups called “task forces.” Each task force will have responsibility for preparing an issue for a vibrant in-seminar discussion. More on this later...

My role as the instructor is course organizer, knowledge and skills consultant, and facilitator to the learning process. I believe that problem-based learning helps us understand abstract ideas and conceptual models more clearly than strictly reading or lecture-based approaches. Further, I believe that collaborative problem-solving produces superior results in terms of the learning process and acquired skill as well as knowledge. To ensure we get the most we can from this seminar, we will need to develop a healthy classroom environment characterized by mutual trust and respect so that ideas can be freely exchanged, confusion clarified, different perspectives heard, and beliefs examined.

COURSE REQUIREMENTS

Required Materials You Need to Purchase

Delbance, A. (2012 or 2014). *College: What it was, is, and should be*. Princeton, NJ: Princeton University Press. (\$18)

Required Materials You Need But Don't Have to Purchase

Kay, J., & Schwartz, V. (Eds.). (2010). *Mental health care in the college community*. West Sussex, UK: John Wiley & Sons Ltd. (\$44-\$64). Note: You don't have to buy this book. It is available on-line through UT Libraries. You can also download and copy up to 80 pages of the book for free through UT Libraries, and I have assigned less than 80 pages. But, it is a great book to have if you plan to have a career in this field.

Magolda, P.M., & Magolda, M.B. (Eds.). (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus Publishing. (\$27-&36). Note: You don't have to buy this book. It is available on-line through UT Libraries. You can download and copy up to 211 pages of the book for free through UT Libraries, and I have only assigned one chapter for this course. But, it is also a great book to have if you plan to have a career in this field.

McClellan, G.S., & Stringer, J. (Eds.). (2009 or 2016). *The handbook of student affairs administration (3rd ed or 4th ed)*. San Francisco, CA: John Wiley & Sons, Inc. (\$55-\$75).

Note: You don't have to buy this book. It is available on-line through UT Libraries. You can download and copy up to 152 pages of the book for free through UT Libraries, and I have only assigned 2 chapters for this course. But, it is also a great book to have if you plan to have a career in this field.

Canvas @ <https://canvas.utexas.edu>. You, your fellow classmates, and I will be adding materials as additional topics and areas of interest arise through class discussion and task force work. I also welcome suggestions of readings from students. You will be responsible for checking the Canvas course site regularly for class work and announcements.

Supplemental Materials (AKA: Other Texts To Be Aware Of But That We Won't Specifically Use And That I Wouldn't Rush Out and Buy)

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed)*. Washington, DC: American Psychological Association.

Benton, S.A., & Benton, S.L. (Eds.). (2006). *College student mental health: Effective services and strategies across campus*. Washington, DC: National Association of College Student Personnel Administrators.

Course Schedule

Week & Date	Topics	Readings and Assignments
Week 1 Jan. 19	Course Introduction: Introductions, overview of course, establishment of Task Forces (TF) dealing with contemporary/critical issues in HE Task Force preparation time	
Week 2 Jan. 26	Seminar discussion of the evolution of higher education in the US Task Force preparation time	Read chapters 1, 2 and 3 in <i>College: What It Was, Is, and Should Be</i>
Week 3 Feb. 2	Seminar discussion of the evolution of higher education in the US Task Force preparation time	Read assigned <i>Chronicle or Inside Higher Ed</i> article Read chapters 4, 5, and 6 in <i>College: What It Was, Is, and Should Be</i> Outlines due by start of class for TFs 1 & 2
Week 4 Feb. 9	Watch the documentary <i>Starving the Beast</i> in class	Read assigned <i>Chronicle or Inside Higher Ed</i> article

	Facilitated discussion with former president of UT, Bill Powers	Readings related to Documentary – See Pages – Readings Week 4 Outlines due by start of class for TFs 3 & 4
Week 5 Feb. 16	TF facilitated discussions on critical contemporary issues in higher education (TFs 1 & 2)	Read assigned <i>Chronicle or Inside Higher Ed</i> article Readings assigned by TFs 1 & 2 (Pages – Readings Week 5) Outlines due by start of class for TF 5
Week 6 Feb. 23	TF facilitated discussions on critical contemporary issues in higher education (TFs 3 & 4)	Read assigned <i>Chronicle or Inside Higher Ed</i> article Readings assigned by TFs 3 & 4 (Pages - Readings Week 6) Mid-term Topic Assigned Today
Week 7 Mar. 2	TF facilitated discussions on critical contemporary issues in higher education (TF 5) For Profit Colleges & Universities. A facilitated discussion with Tom Jankowski, Associate General Counsel of University of Phoenix	Read assigned <i>Chronicle or Inside Higher Ed</i> article Readings assigned by TF 5 (Pages - Readings Week 7) Readings related to For Profit Colleges: See Pages - Readings Week 7
Week 8 Mar. 9	Fisher v. University of Texas – Affirmative Action in Higher Education Admissions. A facilitated conversation with Jessica Sentz, Assistant VP for Legal Affairs at UT Austin What is Student Affairs? Introduction of next TF assignments	Read assigned <i>Chronicle or Inside Higher Ed</i> article Readings related to Fisher and Race-Conscious Admissions: See Pages – Readings Week 8 Read Chapters 1 & 21 (that is not a typo) in <i>The Handbook of Student Affairs Administration</i> (available on-line through UT Library)
Week 9 Mar. 16	Spring Break	
Week 10 Mar. 23	A History of College and University Counseling Centers and the State of College Student Mental Health Task Force Preparation Time	Read assigned <i>Chronicle or Inside Higher Ed</i> article Read Chapters 1 & 2 in <i>Mental Health Care in the College Community</i> (available on-line through UT Library)

		<p>Read Chapter 17 in <i>Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue</i> (available on-line through UT Library)</p> <p>Outlines due by start of class for TFs 6 & 7</p> <p>Mid-term Paper Due 11:59p on March 23</p>
Week 11 Mar. 30	<p>Title IX in Higher Education. A facilitated discussion with Dr. LaToya Hill Smith, Associate VP and Title IX Coordinator at UT Austin</p> <p>Task Force Preparation Time</p>	<p>Read assigned <i>Chronicle or Inside Higher Ed</i> article</p> <p>Readings related to Title IX: See Pages – Readings Week 11</p> <p>Outlines due by start of class for TFs 8 & 9</p>
Week 12 Apr. 6	<p>TF facilitated discussions on critical contemporary issues in student affairs in higher education (TFs 6 & 7)</p>	<p>Read assigned <i>Chronicle or Inside Higher Ed</i> article</p> <p>Readings assigned by TFs 6 & 7</p> <p>Outlines due by start of class for TF 10</p> <p>Final Paper Topic Assigned</p>
Week 13 Apr. 13	<p>TF facilitated discussions on critical contemporary issues in student affairs in higher education (TFs 8 & 9)</p>	<p>Read assigned <i>Chronicle or Inside Higher Ed</i> article</p> <p>Readings assigned by TFs 8 & 9</p>
Week 14 Apr. 20	<p>TF facilitated discussions on critical contemporary issues in student affairs in higher education (TF 10)</p> <p>Presentation from the National Research Consortium on Counseling Centers in Higher Education</p>	<p>Read assigned <i>Chronicle or Inside Higher Ed</i> article</p> <p>Readings assigned by TF 10</p> <p>Read Chapter 16 (Conducting Research in College and University Counseling Centers) in <i>Mental Health Care in the College Community</i></p>
Week 15 Apr. 27	<p>A Panel on Clinical Careers in Higher Education</p> <p>Open Time for Topics Identified Earlier in the Semester</p>	<p>Read assigned <i>Chronicle or Inside Higher Ed</i> article</p> <p>Come prepared with questions for panelists</p> <p>Other readings possible depending on the topics we choose</p>

Week 16 May 4	A Panel on Non-Clinical Careers in Higher Education Open Time for Topics Identified Earlier in the Semester (Public Health Approaches on College Campuses)	Come prepared with questions for panelists Read Chapter 14 (Using a Public Health Approach to Address Student Mental Health) in <i>Mental Health Care in the College Community</i> Other readings possible depending on the topics we choose Final Paper due May 5 th at 11:59pm
Exams Week		

Evaluation Schema/Grading for the Course

Your performance in this seminar and subsequent letter grade will be determined by how well you do in meeting the standards associated with the five major performance elements outlined below. Further information about these assignments can be found on Canvas in the Assignments section. The five performance areas are as follows:

- **Task Force Performance and Participation (30%)**

A significant emphasis is placed on collaboration and teamwork in this seminar, as these are critical skills in higher education. During the semester you will be a member of two task forces, and performance and participation on each task force will comprise 15% of your grade in the course. Since much of the work of the task forces will occur outside the view of the seminar instructor, peer evaluations of task force member performance will be an important part of determining your performance in this area. Each task force will be assigned a salient and unresolved issue whose resolution is critical for higher education. See the assignment in Canvas for more details about the task forces, including possible topics and specific instructions for each topic.

Grades will be assigned to TF members individually, not collectively. Grades will be determined by timely and appropriate submission of readings for the class, quality of the presentation of critical issue material, effectiveness of facilitation of the class discussion, and feedback from your TF member colleagues.

- **Critical Issue Final Paper (25%)**

On April 6th I will give you the topic for your final paper. The purpose of this project is to provide you an opportunity to synthesize and integrate the knowledge and competencies you have developed during the semester and apply them to an

important contemporary issue in higher education. The paper cannot exceed 8 double-spaced typewritten pages and is due no later than midnight on May 5th.

- **Seminar Participation and Engagement (20%)**

Active and thoughtful participation in seminar discussions along with prior preparation for each seminar topic will account for 20% of your grade. You are to read and think carefully about all assigned documents prior to coming to each seminar meeting and come prepared to raise a question, issue or dilemma stimulated by what you have read. Periodically throughout the semester, I will ask you to write a brief reflection at the beginning (or less frequently at the end) of class giving your point-of-view on the questions, issues, and/or dilemmas that were addressed in the readings (or during the seminar meeting). Reflection papers will account for 8% of the course grade and seminar participation will account for the other 12%.

- **Mid-term Paper (20%)**

For this paper you are to choose what you believe to be a critical unresolved issue in higher education. Your paper should describe the potential consequences should the issue remain unaddressed for the foreseeable future. The paper should also describe the history and current status of the issue as well as how higher education stakeholder groups are currently impacted and how they will benefit from its resolution. In addition, describe the forces/factors/constraints that contribute to making the issue difficult to resolve. Describe attempts at addressing or resolving this issue, and the outcomes of these attempts. Suggest possible directions that would move the field toward a solution. Cite relevant sources as necessary to buttress your point of view. Limit your paper to no more than 5 double-spaced pages (not including any title page or references).

- **Article Presentation from *The Chronicle of Higher Education* or *Inside Higher Education* (5%)**

The field of higher education is constantly changing, and keeping up with current issues and trends in higher education is a critical professional competency. In the beginning of the semester, seminar participants will choose a partner and sign up for one week during the semester to lead a 10 minute discussion on an article of your choice from *The Chronicle of Higher Education* or *Inside Higher Education*. I will bring a weekly copy of *The Chronicle* for students to check out. Some articles from *The Chronicle* are available on their website. All articles from *Inside Higher Education* are available on their website. During the week before your assigned discussion, you will provide the class access to the article on Canvas or on paper. During class, you will spend a few minutes explaining the article to the class and then lead a thoughtful discussion of the article. You and your partner will get the same grade in almost all circumstances. Grades will be determined by timely submission of the article to classmates, quality of the brief presentation of the article, how well the discussion is moderated, and sticking to the 10 minutes allotted.

Grading Scale

A 94-100	A- 90-93	B+ 86-89	B 83-85	B- 80-82	C+ 77-79	C 74-76	C- 70-73 and below
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Attendance & Participation

Please contact the teaching assistant and professor in advance if you will be absent or late to class. Since much of what we learn in this seminar will be sharpened by in-class discussion and analysis, it is vital that you attend and be mentally present in class. In addition since I plan to use guest speakers as well as sub-groups of students who will have responsibility for shaping the quality and nature of our in-class discussions group, it is vital that you attend regularly. Active and thoughtful participation in seminar discussions along with prior preparation for each seminar topic is critical. You are to read and think carefully about all assigned documents prior to coming to each seminar meeting and come prepared to raise a question, issue or dilemma stimulated by what you have read. Students are expected to fully participate in the course class via completion of assignments, engagement with fellow students and the materials, and contact with instructors as needed. Students are expected to be present at, prepared for, and fully participate in each class. You should be prepared to respond to questions like:

- What questions did the readings provoke for you?
- What was most salient to you in the readings and why?
- What issues, facts, values, and perspectives did the readings challenge?
- What do you know now that you did not know before reading this week's material?

Principles for Constructive Engagement (adapted from Sensoy & DiAngelo, 2011)

1. You don't know what you don't know. Strive for intellectual humility. Additionally, *all knowledge is partial*; therefore, we must all constantly ask questions and reflect. *None of us know everything about anything.*
2. Everyone has opinions. Opinions are not the same as informed knowledge.
3. Look beyond personal, anecdotal evidence and look at broader societal patterns.
4. Notice your own defensive reactions, and attempt to use these reactions as entry points for gaining deeper self-knowledge.
5. Recognize how your social positionality (e.g., race, class, gender identity, ability, sexual orientation, religious preferences, etc.) informs your reactions to your instructor and those whose work you study in the course.

A Note about Self-advocacy

If you are struggling, do not struggle in silence. We are here to help you, but we cannot help you if you do not request assistance from me or the TA and advocate for yourself.

Be a Lifelong Learner

Students may wish to familiarize themselves with some of the top blogs, journals, listserves, news and professional organizations, etc. in the field of higher education and mental health in higher education. These resources include, but are not limited to (in no particular order):

- The Chronicle of Higher Education
- Diverse Issues in Higher Education
- Inside Higher Ed

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- NASPA
 - Journals (e.g., Journal of Student Affairs Research and Practice, NASPA Journal about Women in Higher Education)
 - Knowledge Communities (there are a ton – join one or two!)
- ACPA
 - Journal of College Student Development
 - Commission for Counseling and Psychological Services
- Journal of Diversity in Higher Education
- ACHA - American College Health Association
 - Mental Health Section
 - Journal of American College Health
- ACCA – American College Counseling Association
- APA – American Psychological Association
 - Division 17 Section on College and University Counseling Centers
- AUCCCO – Association for University and College Counseling Center Outreach

POLICIES AND RESOURCES

Classroom Policies

Turning in Assignments

Submit all written assignments on Canvas in .doc, .docx, or .pdf formats (except for TF Member evaluations which are submitted in .xls or .xlsx). Name all written submissions as follows: LASTNAME_FIRST INITIAL-ASSIGNMENT. Chris Jones would label their final paper: Jones_C-FinalPaper

All page limit requirements do NOT encompass your cover page, tables, visuals, references, or appendices. All assignments should be APA formatted.

Technology

Computer and smartphone use is permitted in this course if being used for note-taking and/or supplemental purposes. Excessive misuse of technology (texting, Twitter, Instagram, etc.) during class may result in a deduction of class participation points. Please silence phones before the start of class.

Missing Class

If you miss a class, you will be expected to consult with your classmates to learn the material you missed and to review the material posted for that class on Canvas. Should you miss more than one class, you will need to contact me to demonstrate that you are keeping up to date with the rest of your classmates. My intent with this policy is not to be punitive, but rather to reassure myself that you are on the right path to becoming a responsible professional practitioner. I do understand that religious holy days, family emergencies, and personal illnesses may contribute to your missing a class. However, missing class will not alter my expectations that you will turn in assignments by the date specified in the syllabus.

University Policies

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Canvas site. Students are expected to check e-mail and Canvas on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructors will use the e-mail provided to the University as the official address. For more information read: <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>

Nondiscrimination Policy

It is the policy of The University of Texas at Austin to provide an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, gender, age, disability, citizenship, and veteran status. Pursuant to University policy, this policy also prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.

Sexual Discrimination and Sexual Harassment

Students who believe they have experienced sexual discrimination or harassment in the academic environment should consult the following website: <https://titleix.utexas.edu/>. To make a report, simply click the “Contact Us” button. Students may also call the Office of the Dean of Students at 512-471-5017.

Religious Holy Days/Observances

By UT Austin policy, you must notify instructors of your pending absence at least fourteen days prior to 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. <http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>

Scholastic Dishonesty

Each student in the course is expected to abide by the University of Texas Honor Code:

“As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.”

This means that work you produce on assignments, tests, and exams is all your own work, unless it is assigned as group or collaborative work. Also, if you use words or ideas that are not your own (or that you have used in a previous class), you must make that clear, otherwise you will be guilty of plagiarism.

Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information,

please visit the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/>

Students with Disabilities and Student Accommodations

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-410-6644 (video phone) as soon as possible to request an official letter outlining authorized accommodations. Please request a meeting with me as soon as possible to discuss any accommodations, and please notify me as soon as possible if any material presented in class or our physical space is not accessible. For additional information, please refer to the Services for Students with Disabilities website at <http://diversity.utexas.edu/disability/>

Campus Resources

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes:

The Sanger Learning Center

The Sanger Learning Center has resources specific for graduate students. For example, you can make an appointment with a private learning specialist or a writing tutor. For more information, please visit <https://ugs.utexas.edu/slc/grad> or call 512-471-3614 (JES A332).

The University Writing Center

The University Writing Center offers free, individualized, expert help with writing for any UT student, including graduate students. Visit <http://uwc.utexas.edu/> for more information or to schedule a graduate consultation, call 512-471-6222.

Counseling and Mental Health Center (CMHC)

CMHC provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. Specific groups for graduate students are also available. <http://cmhc.utexas.edu/>

Student Emergency Services (SES)

SES helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. <http://deanofstudents.utexas.edu/emergency/>

Information Technology Services (ITS)

Need help with technology? <http://it.utexas.edu>

Libraries

Need help searching for information? <http://www.lib.utexas.edu/>

Canvas

Canvas help is available 24/7 at <https://utexas.instructure.com/courses/633028/pages/student-tutorials>

Important Safety Information

UT takes campus safety very seriously. There are a plethora of resources related to safety in the classroom, inclement weather, responding to threatening or dangerous behavior, and many other topics. Information is available at <http://www.utexas.edu/safety>.

Behavior Concerns Advice Line (BCAL)

If you have concerns about the safety or behavior of fellow students, staff, TAs, or professors, call BCAL at 512-232-5050. Your call can be anonymous. You can also report on-line at <http://operations.utexas.edu/units/csas/bcal.php>. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Emergency Evacuation

In case of an emergency evacuation, please be aware of the following recommendations the Office of Campus Safety and Security has outlined to keep you and others safe. In the event of an emergency, determine the nearest exit to your location and the best route to follow. In most emergencies, complete evacuation of the campus is not necessary. The University will update you on emergency situations at www.utexas.edu/emergency

Evacuating from a Building

1. Begin evacuation immediately upon hearing the alarm or official announcement (many forms of communication are used for official announcements including: e-mails, text alerts, AtHoc computer pop-up warnings, sirens and loudspeakers, etc.).
2. If time permits during the evacuation, secure your workplace and take personal items.
3. Use designated corridors and fire exit stairs that lead to ground level. Leave the building in an orderly manner. Do not use elevators.
4. Assemble in designated areas per the Building Emergency Plan. Upon reaching the ground level, stay at least 300 feet (1 block) from the building.
5. Follow instructions of emergency personnel. Report any individuals left in the building to them.
6. Do not re-enter the building until an "all clear" announcement is given by emergency personnel.

Special thanks to David Drum, LaToya Hill Smith, and Betty Jeanne Taylor for allowing me to use excerpts from their previous syllabi.