

## **ARCH 520**

### **Housing and Community Design for an Aging Population**

**2 Units**

**Fall, 2015**

**Professor Victor Regnier, FAIA**

**Section # 11241D**

**Class: Wednesdays 6:30-8:00 pm, (2 Units)**

**Location: Harris 102**

**3 Saturday Site Visits: Week 4—9/19, (9AM to 2PM), Week 8—10/17, (9AM to 1:30PM) and Week 12—11/14, (10AM to 1:30PM)**

#### **Introduction**

This course focuses on the design of housing and community settings for older people. The course introduces students to a range of building types that cater to individuals who are retired as well as those who are in need of intensive health and social supports to overcome debilitating chronic conditions. The course examines the most contemporary thinking about context and building type throughout the world with case studies from Denmark, Finland, Germany, the Netherlands, Japan, Norway and Sweden as well as the United States. The course involves three local site visits thus making it possible for students to experience exemplar models and learn directly from discussions with older residents and administrative personnel. Students are expected to write short papers about each site visit, which integrate the readings and lecture materials with their experiences. The course is designed to be multi-disciplinary and we welcome upper division undergraduates and graduate students from the disciplines of architecture, gerontology, urban planning, real estate development, health care administration, occupational therapy and business.

#### **Why is this topic Important?**

In 1950, 5% of the world's population (130 million people) was 65+ and the US led the world as the country with the largest number of older people. In 2009 that world population number 65+ had almost quadrupled to 516 million and the US had lost its lead as the "most populous older country" to both India and China. Fast forward to 2050 (near the end of the productive lifespan of today's graduates) and the US with a predicted 89 million people 65+ is a slow third to India (240 million) and China (350 million). In 2050, 16% of the world population will be 65+ accounting for more than 1.5 billion people. Many of these older people will live to a very old age (the fastest growing cohort is age 100+) and are likely to suffer from mental and physical conditions that will limit their ability to live independently. This course will arm students with the knowledge and insight necessary to create non-institutional LTC alternatives that enhance independence and the quality of life for older people.

#### **Course Structure**

The course approaches this topic by first describing the normal aging changes that often make people in their 70's, 80's and 90's dependent on prosthetics (glasses, canes, walkers, wheelchairs) and on environments that are sensitive to their waning strength capacity, their limited visual acuity and their problems with balance control and orientation. It continues by describing the way in which housing arrangements are structured to support the social and health needs of an increasingly diverse range of older people.

Housing types with services (meals, transportation, personal care) from northern Europe (the recognized leader in the field) as well as other countries will be contrasted with US examples and solutions from other cultures. The focus will be on supporting older people in normal housing in the community. As a point of departure, students will understand how concepts such as autonomy, independence, privacy, safety, control, predictability, sensory stimulation, adaptability, personalization, familiarity and orientation affect housing choice.

Case study examples will be identified and exemplar buildings will be site visited to demonstrate how the social and physical environment can be designed to support the environmental and social needs of mentally and physically frail older people. Students will learn from the readings, the role played by architecture, interior and landscape design in supporting well-being. Management policies and care giving techniques that increase the residential satisfaction of older people will also be introduced.

## Instructor

The professor who will teach this course, Victor Regnier, is a tenured full professor with a joint appointment between the schools of architecture and gerontology. Victor is an internationally recognized scholar, researcher and design consultant of innovative housing environments for older people. His work as both an academic and consultant has bridged 35 years and includes hundreds of projects in the US, Canada, the UK and Germany. In the last decade, 50 projects for which he has provided consultation advice have won national, state and local design awards/recognition.

## Required Readings

**Course Readings:** Readings from these books/article are available on Blackboard

AIA Design for Aging Knowledge Community (2011) *Design for Aging Review: 10<sup>th</sup> Edition*, Australia: Images Publishing Group.

AIA Design for Aging Knowledge Community (2008) *Design for Aging Review: 9<sup>th</sup> Edition*, Australia: Images Publishing Group.

Aging Design Research Program of the AIA (1997) *Design for Aging 1996-97 Review*, Washington DC, AIA Press.

AIA Design for Aging Center (1992) *Design for Aging Review: 1992 Review*, Washington DC: The American Institute of Architects.

Anderzhon, J., I. Fraley, and M. Green (eds.) (2007) *Design for Aging: Post-Occupancy Evaluations: Lessons Learned from Senior Living Environments*, New York: Wiley

Au Rabig, J. Thomas. W., Kane, R. Cutlet, L.J., McAlilly, S. (2006). Radical Redesign of Nursing Homes: Applying the Green House Concept in Tupelo, Mississippi. *The Gerontologist*, Washington: August. Vol. 46, Iss.4: pp. 533-540.

Becker, Hans (2008), Humanitas in Practice, paper presented at the Hong Kong Housing Society.

Brawley, E.C. (2006) *Design Innovations for Aging and Alzheimer's*, New York: Wiley.

Cypress International, (n.d.), Elderly Care Facilities: Hong Kong, Report from Cyrus International

Durrett, C. (2005) *Senior Cohousing: A Community Approach to Independent Living*, Berkeley: Ten Speed Press.

Humanitas (n.d.) Versatile Living: in "Age-proof" Dwelling, Rotterdam: Humanitas,

Hans, B. (2014) Living in the Moment: Dutch Village Offers Dignified Care for Dementia Sufferers, Internet.

Landecker, H. (1994) "Common Ground", *Architecture*, 83(10) pp. 76-81.

Mens, N. and C. Wagenaar (2010) *Health Care Architecture in the Netherlands*, Rotterdam: Nai Publishers.

Perkins, B, J.D. Hoglund, D. King and E. Cohen (2004) *Building Type Basics for Senior Living*, New York: Wiley.

Perkins Eastman, (2013), *Senior Living* (2nd edition), New York: Wiley.

Peterson, M.J. (n.d.) Top Ten Trends to Follow for Aging in Place, internet.

Rahman, A. and J. Schnelle (2008) The Nursing Home Culture-Change Movement: Recent Past, Present, and Future Directions for Research, *The Gerontologist*, 48(2) pp.142-48.

Regnier, V (2013) "The Apartment for Life Housing Type" in Regnier, USC Apartments for Life, San Francisco: Blurb.

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Regnier, V (1994) *Assisted Living Housing for the Elderly*: Design Innovations from the United States and Europe, New York: Wiley.

Rosenfeld, J.P. and W. Chapman (2008) *Home Design in an Aging World*, New York: Fairchild Books.

Rowe, J.W. and R.L. Kahn, (1998) *Successful Aging, Dell: New York*.

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Scharlach, A; A. Lehning, and C Graham (2010) A Demographic Profile of Village Members, SCAN Report.

Steinfeld, E. and J. White, (2010) *Inclusive Housing: A Pattern Book*, New York: Norton

Stewart, Raelea, (2009) *Case Study: Humanitas*, Sage Tours.

Story, M. (1998) *The Universal Design File: Designing for People of All Ages and Abilities*, NC State University: The Center for Universal Design.

Thompson, Claire (n.d.) *Cohousing: The Secret to Sustainable Urban Living*, Internet.

Zarem, J.E. (2010) *Today's Continuing Care Retirement Community (CCRC)* Washington: Leading Age/ASHA.

Zeisel, J. (2006) *Inquiry by Design*, New York: W. W. Norton and Company.

## Grading

Students will be evaluated on the basis of 3 written evaluations and class participation/attendance. Final exam questions will be taken from the readings and class lectures.

1.	3 Evaluation papers (20% each)	60%
2.	Weekly readings +Participation/Attendance	20%
3.	Final Exam	20%
	Total	100%

You are expected to read the assignments prior to class and come prepared to discuss the work and to raise questions from your perspective. If you are not able to attend class, please let me know why you can't attend. Either e-mail me at [regnier@usc.edu](mailto:regnier@usc.edu) or leave a voice mail message at (310) 773-1260.

My office hours are by appointment only. It is easiest to meet with me after class (Wednesday PM). My office is on the third floor of Watt Hall #348. I have a mailbox in Watt Faculty room on the second floor and this is where you should hand in papers at the end of the semester or between class periods. Please give them to Jane Ilger or the current assistant in the main office and they will initial them, date them and place them in my box. It is also OK to email papers to me at my email address above.

## Class Participation

A small portion of each class will be set-aside for class discussion during which we will go over the readings and the field trips. Class discussion along with focused discussion on the readings, debriefing from field trips and attendance will be used to calculate your participation grade.

## Short Paper Assignments:

You are expected to write a short evaluation paper on all 3 of the site visits we make. After experiencing the site visit, listening to the lectures, and reading the assigned materials; you should write a 5 page (double spaced) essay, which captures your evaluation/analysis of the setting. Photos, sketches annotated plans and diagrams that further describe the design/social context should accompany the essay **They are not counted in the page limit.** The experience of each setting should include (although need not be limited to) the following categories:

1. **Resident constituency (age/income/social class/ gender/competency/mobility/background)**

2. **Site design + typologies**
3. **Use/design of common space**
4. **Landscape development**
5. **Interior design/furniture issues**
6. **Design of the dwelling unit**
7. **Services, facilities and features**
8. **Management/care giving ideas**

## **Weekly Course Outline with Readings**

### **8/26 Week One**

#### **Orientation**

Introduction to class structure, expectations and grading.

Introduction to Aging + Housing--General lecture

### **9/2 Week Two (71 pgs)**

#### **Health, Activity and Sensory Loss**

Basic demographics and factors that affect residential satisfaction

SCAN Trading Ages Exercise: Jackie Lauder

(Perkins, et.al., pgs 1-10; Brawley, pgs 3-27; and Rowe and Kahn, pgs 11-35 and pgs 152-166)

### **9/9 Week Three (103 pgs.)**

#### **Community Design**

- a. Aging in Place
- b. Universal Design
- c. Village Movement

(Schurlach, pp.1-13; Scharlach, pp.5-11; NAHB (4pgs--Aging in Place Cklist); Story, pp.32-84; Top10 Aging in Place Ideas--2 pgs.; Steinfeld, pp.61-87)

### **9/16 Week Four (57 pgs)**

#### **Larger Scale Critical Design Issues**

- a. Neighborhood and Site Considerations
- b. Outdoor Landscape Attributes
- c. Defining Design Attributes

(Regnier (2002), pgs 3-29 (What is AL?) and pgs 41-53 (Site Issues); pgs. 54-65 (Landscape); pgs. 66-75 (Design Attributes)

### **9/19 Week Four--Saturday Field trip (5.0 hrs—two buildings)**

Independent age-restricted housing (Rittenhouse Square/Burbank Senior Artists Colony)

9-11:30AM **Rittenhouse Square**, 1100 E.33rd Street, Los Angeles, CA 90011

12:00-2:00 PM **Burbank Senior Artists Colony**, 240 East Verdugo Boulevard, Burbank, CA 91502-1390

Host: Rittenhouse Square: Danny Perez/manager

Host: Burbank Artists Colony, Rose Jelaca-manager

## **Rittenhouse**

<http://www.lasentinel.net/Affordable-Newly-and-Developed-Housing-at-the-Rittenhouse-Square.html>  
<http://www.tsahousing.com/properties.aspx?propID=1484>

## **Burbank**

<http://www.seniorartistscolony.com/>

<http://casestudies.uli.org/CaseStudies/C037022.htm>

### **9/23 Week Five (62 pgs)**

#### **Environmental Impacts on Social Exchange and Friendship Formation**

- a. Stimulating Social Interaction
- b. Extending Independence
- c. Stimulating the Senses
- d. Creating Affect

(Regnier (2002), pgs 30-39 (Conceptual Frameworks) and pgs 76-95 (Social Interaction); pgs. 96-104 (Extending Independence); pgs.105-111 (Sensory Stimulation); pgs. 112-117 (Affect) (Color Photos-- pgs. 1-15).

### **9/30 Week Six (44 pgs)**

#### **Micro-environmental Design Considerations at the Unit Scale.**

- a. Planning the Dwelling Unit
- b. Engaging the Staff
- c. Designing for Dementia

(Regnier (2002), pgs 118-131 (Dwelling Unit); pgs. 132-135 (Staff); pgs. 136-150 (Dementia) and pgs 253-277 (20 Important Design Issues).

### **10/7 Week Seven (60 pgs)**

#### **Innovative Case Studies from Northern Europe (Part One)**

- a. The European Service House—6 mini-case studies
- b. Aanlue Voning—3 mini-case studies
- c. Mews and Atrium Housing--9 mini case studies

(Regnier (1994), pgs 53-55, pgs 126-130, pgs.136-145 and pgs 166-170; Regnier (2002) pgs 153-157, pgs. 163-168, pgs.174-180, and pgs 206-210; Rosenfeld and Chapman pgs 139-161); and Mens and Wagenaar (pgs. 256-257, 302-305, + 322-23)

#### **Evaluation Paper #1 DUE—2/25**

### **10/14 Week Eight (62 pgs)**

#### **Dementia: International Case Studies**

- a. Danish Small Nursing Homes—3 case studies
- b. Dementia Housing—9 mini case studies
- c. Hogeweg, Dementia Village--Weesp. NE
- d. Hong Kong Mixed-use (church+dementia+nursing)

(Regnier (1994) pgs 171-175; (Regnier (2002) pgs 215-228; Mens and Wagenaar pgs. 322-323, Weesp Dementia Village (4 pgs), Hong Kong Hsg. pp.5 pgs.; Brawley pp.205-220 (Social Spaces); Brawley pp.53-71 (Lighting))

### **10/17 Week Eight—Saturday field trip (4.5 hrs--two buildings)**

Housing for People with Physical Frailties and/or Dementia  
Host: Belmont--Susan Berger/Stefani Jenkins  
Host: Sunrise--Jason Malone/Nikeey Bakshi/Shannon Howell

9-11:30AM **Belmont Village**, 10475 Wilshire Boulevard, Los Angeles, CA, 90024

12:00-1:30 PM **Sunrise Senior Living –Beverly Hills (Dementia)**  
201 North Crescent Drive, Beverly Hills, CA 90210

### **Belmont Village**

[westwood.belmontvillage.com/](http://westwood.belmontvillage.com/) + [westwood.belmontvillage.com/tour/](http://westwood.belmontvillage.com/tour/)  
[http://bhcourier.com/article/Special\\_Sections/Luxury\\_Living/Style\\_Meets\\_Substance\\_At\\_Belmont\\_Village\\_Senior\\_Living\\_On\\_Wilshire\\_Boulevard/65638](http://bhcourier.com/article/Special_Sections/Luxury_Living/Style_Meets_Substance_At_Belmont_Village_Senior_Living_On_Wilshire_Boulevard/65638)

### **Sunrise Senior Living**

<http://www.sunriseseniorliving.com/communities/sunrise-of-beverly-hills/Overview.aspx>  
<http://beverlyhills.patch.com/articles/seniors-get-online-in-beverly-hills>

### **10/21 Week Nine (68 pgs)**

#### **Designing for Dementia: US Models**

- a. General Considerations
- b. Greenhouse Model

Design for Aging (2004-7th edition) pgs.140-143) Design for Aging (2011-10th edition) pgs 158-163.)  
Brawley (2006) pgs 223-231 (Grnhse CS); pp.113-124 (Color), pp.181-202 (Private Spaces); AuRabig  
pp.533-539; Rahman, pp142-148; Anderzhon pp.211-221)

### **10/28 Week Ten (84 pgs)**

#### **US CCRC's Models**

- a. Fox Hill
- b. New Bridge on the Charles

(Perkins-Eastman, pgs. 107-119, Color Insert (7 pgs); Zarem, ppgs1-29); Design for Aging (2008--9<sup>th</sup>  
edition) (Saban CS) pgs 48-53, (Stanford CS) pgs 100-103. (NewBridge) pgs 166-169; DFA10  
(NewBridge) pp.66-75, (Fox Hill) pp.140-45, (Taube Koret) pp.180-87;

### **11/4 Week Eleven--NO CLASS**

### **11/7 Week Eleven—Saturday field trip (10A-1:00PM--3 hrs--one community)**

Continuing Care Retirement Community (CCRC)

University Village--Thousand Oaks

3415 Campus Drive, Thousand Oaks, CA 91360 (805) 492-5702

Ryan Exline--Executive Director

### **University Village Thousand Oaks**

[www.uvto.com](http://www.uvto.com)

[www.uvto.com/independent-living/continuing-life.php](http://www.uvto.com/independent-living/continuing-life.php)

[www.youtube.com/watch?v=0QCADQXog9s](http://www.youtube.com/watch?v=0QCADQXog9s)

[www.visitoakview.com](http://www.visitoakview.com)

### **11/11 Week Twelve (69 pgs)**

### **Case Studies from Cohousing + Intergenerational Hsg. + University Models**

- a. Danish Co-housing—5 mini case studies
- b. Intergenerational Projects—4 mini case studies
- c. Mendicino CS--US
- d. University-Housing Models

(Regnier (2002) (Metsatahti CS) pgs 229-233, (Lessons Lrnd.) pp.237-252; Durrett (Munksogard CS pgs 51-63 and (Mariendalsvej CS) pgs 79-84; Design for Aging 10 (Silver Sage CS) pgs 30-37.; Landecker (Mendicino CS), pp.76-81; Grist (Petaluma Ave CoH CS) 4 pgs.)

### **Evaluation Paper #2 DUE--10/28**

#### **11/18 Week Thirteen--SPECIAL LECTURE (35 pgs)**

**David Hoglund FAIA**, Principal and Executive Director, Perkins Eastman, New York/Pittsburgh

#### **"Trends in the Design of Housing for the Elderly"**

(Regnier (1994) (WdSide+CEldr.) pgs. 156-165; DFA 2008 (WdSide) (pgs. 196-199); DFA 1992 (WdSide) pgs 12-15; Anderzhon, et.al. (2007) (WdSide) pgs 184-196; DFA (1997) (CopperRidge) pgs 66-69; pgs 196-200; (CopperRidge) 201-205).

#### **11/25 Week Fourteen--Thanksgiving Holiday--NO CLASS**

#### **12/2 Week Fifteen (35 pgs)**

#### **Innovative New US based Models--Apartments and Condos for Life**

- a. Condos for Life—Woodlands Texas
- b. Dutch Apartments for Life—4 mini case studies

Regnier (2014) pp 3-8); (DFA 2008--9<sup>th</sup> edition) (Woodlands) pgs 178-181; Regnier (2002) (Bergweg) pgs. 158-162; Humanitas Poster, pg1; (Sage CS-Humanitas) pgs 1-8; Becker Presentation (A4L idea) pgs 1-13; Regnier (1994)

### **Evaluation Paper #3--DUE12/2**

#### **12/9 FINAL EXAM, Harris 102 (7:00-9:00 PM)**

## **ARCH 520 WEEKLY SCHEDULE**

<b>Week</b>	<b>Wednesday</b>	<b>Saturday</b>
<b>One</b>	<b>8/26--Orientation + Introduction</b>	
<b>Two</b>	<b>9/2—Health, Activity and Sensory Loss + SCAN Demonstration</b>	
<b>Three</b>	<b>9/9--Community Design. Aging in Place, Universal Design, + Village Movement</b>	
<b>Four</b>	<b>9/16—Larger Scale Design Issues</b>	<b>9/19—Site Visit Rittenhouse + NOHO</b>
<b>Five</b>	<b>9/23—Social Exchange + Friendship Formation</b>	
<b>Six</b>	<b>9/30---Micro Environmental Design Considerations</b>	
<b>Seven</b>	<b>10/7—The European Service Hse. Atriums + Lean-to Housing #1 paper due (Independent Hsg)</b>	
<b>Eight</b>	<b>10/14--Dementia--International Case Studies</b>	<b>10/17—Site Visit Belmont Village + Sunrise</b>
<b>Nine</b>	<b>10/21—Designing for Dementia--US Models</b>	
<b>Ten</b>	<b>10/28—US CCRC Models</b>	
<b>Eleven</b>	<b>11/4--No Class</b>	<b>11/7—Site Visit University Village CCRC</b>
<b>Twelve</b>	<b>11/11—Cohousing + Intergenerational Hsg. + University-based Housing #2 paper due (AL + Dementia)</b>	
<b>Thirteen</b>	<b>11/18--David Hoglund FAIA Guest Lecture</b>	
<b>Fourteen</b>	<b>11/25—Thanksgiving Holiday--NO CLASS</b>	
<b>Fifteen</b>	<b>12/2—Apt/Condo for Life Models in NE and US + Review for the Final #3 paper due (CCRC)</b>	
<b>Final Exam</b>	<b>12/19--FINAL EXAM--7:00PM to 9:00PM</b>	

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(Bold type books are cited in the reading list above)

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- AIA Design for Aging Knowledge Community (2008) Design for Aging Review: 9<sup>th</sup> Edition, Australia: Images Publishing Group.**
- AIA (2006) *Design for Aging Review: 8<sup>th</sup> Edition*, Australia: Images Publishing Group.
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- Jordan, W. A, (2008) *Universal Design for the Home* Beverly MA: Quarry Books.
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### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to men as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Statement on Academic Integrity**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A:  
<http://www.usc.edu/dept/publications/SCAMPUS/gov/>

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>

### **Academic Conduct**

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/departments-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](http://sarc@usc.edu) describes reporting options and other resources.

## Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## Attendance Policy

In this class, attendance is **very important**. Because much of the learning takes place through the tours we take of important buildings, it is imperative that you take class attendance seriously. Having said that, I know many students have complicated schedules and weekends are often the only time available for other important events. Some of the buildings could be visited outside of the class visits. Other assignments are available for “making up” a missed class period but this must be negotiated with the instructor.

There will be a sign-in and sign-out sheet for each class period. If you are more than 30 minutes late for class you have essentially missed the class. Students that arrive more than 10 minutes after class begins are considered tardy. Coming to class a few minutes early (if possible) is always a good idea. Conversations with the instructor and student colleagues are often very productive before class begins.

Earlier in the document, grading policies were described in detail. Class attendance along with class participation, discussion and Q+A is 20% of your grade. If you do not attend class—your participation grade will likely suffer. Students will be noticed at mid semester and/or toward the end of the semester if they have missed more than 2 classes.

For site visits you will also be required to sign-in and for multiple visits in a single day you must sign the role sheet for each building that we visit. Leaving the class before the official end of class is also not acceptable. If the class goes over the allotted time you certainly have permission to leave.

8/9/15