

Semper Fly Helicopters
OU School of Aviation



**AVIA 4221 - ADVANCED COMMERCIAL PILOT FLIGHT
ROTORCRAFT/HELICOPTER CERTIFICATION COURSE
FLIGHT TRAINING MANUAL**

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SECTION 1 - FLIGHT TRAINING SYLLABUS

1.1 - Course Requirements and Objectives

Enrollment Prerequisites

The Semper Fly Helicopters Commercial Pilot Rotorcraft / Helicopter Flight Training Course is designed to have the students concurrently enrolled in the associated Semper Fly Helicopters Commercial Pilot Rotorcraft / Helicopter Ground Training Course. As such, students must meet the following criteria:

1. Minimum Age: 17
2. English Proficiency - Students must be proficient in reading, writing, and speaking English to comply with FAA regulations
3. Financial Readiness - Students must be able to provide proof of ability to finance the training program, either through personal funds, loans, or GI Bill benefits for eligible veterans
4. Interview and Assessment - Semper Fly Helicopters reserves the right to conduct an interview in which the motivation and fitness for flight training can be assessed
5. Required Documents
 - A. U.S. Citizens
 - i. Proof of U.S. Citizenship
 - ii. Valid, unexpired U.S. passport OR
 - iii. Original or government-issued birth certificate of the U.S., American Samoa, or Swains Island AND a government-issued picture identification OR
 - iv. Original certification of birth abroad with raised seal (Form FS-545 or Form DS-1350) AND a government-issued picture identification OR
 - v. Original certificate of U.S. citizenship with raised seal (Form N-560 or N-561) or a Certificate of Repatriation (Form N-581) AND government-issued picture ID OR
 - vi. Original U.S. Naturalization Certificate with raised seal (Form N-550 or N-570) AND a government-issued picture ID
 - vii. FAA Class I or Class II Medical
 - viii. FAA Airman's Certificate: Private Pilot Certificate (Rotorcraft)
 - ix. FAA Airman's Certificate: Instrument Pilot Certificate (Rotorcraft)
 - x. FAA Knowledge Test (if completed)
 - B. Foreign Nationals
 - i. Passport
 - ii. Visa
 - iii. FAA Class I or Class II Medical
 - iv. Complete TSA Training application

Additionally, all students must satisfy the requirements identified in Part 61; Subpart F, applicable to the certificate or rating sought by the learner. If the student is degree seeking, they must meet the enrollment criteria of the University of Oklahoma Aviation Department.

Flight Training Course Objective

The student will obtain the knowledge, skill, and aeronautical experience necessary to meet the requirements for a Commercial Pilot Certificate with a Rotorcraft / Helicopter category rating.

Flight Training Course Completion Standards

The student must demonstrate through written tests, flight tests, and show through appropriate records that he or she meets the knowledge, skill, and experience requirements necessary to obtain a Commercial Pilot Certificate with a Rotorcraft / Helicopter category rating, while maintaining the standards set in the Semper Fly Helicopters Standard Operating Procedures and Safety Policies Manual and the Airman Certification Standards.

Flight Training Curriculum

Flight school for the Commercial Pilot student is accomplished by enrollment in the Semper Fly Helicopters pilot course and a minimum of 62.2 flight hours. An outline for each lesson is provided in the following Flight Training Syllabus. The flight instructor will be responsible for student knowledge who obtained credit by exam or who have not taken these courses.

Flight Training Textbooks

The flight-training course is structured by the Helicopter Pilot Textbook. Jeppesen Sanderson, Inc., the Federal Regulations FAR/AIM. Flight training lessons generally follow the sequence and content of these textbooks. Other required reference materials are listed in the Introduction Section of the Airman Certification Standards.

Training Records

Semper Fly Helicopters will establish and maintain current and accurate records of the participation of each student enrolled in the aviation program. These records will include as a minimum the date the student was enrolled, a chronological log of the student's course attendance, the subjects, and flight operations covered in the student's training, and the names and grades of any tests taken by the student. Additionally, a record will be maintained on the date the student graduated, terminated training, or transferred to another school. Whenever a student graduates, terminates training, or transfers to another school, the student's record will be certified to that effect by the chief instructor. The school will retain each student record for at least 1 year from the date that the student either graduates from the course to which the record pertains, terminates enrollment in the course to which the record pertains, or transfers to another school. These records will be kept in accordance with 14 CFR 141.101. The school will make a copy of these records available to the student upon request.

1.2 - Commercial Pilot Course
Minimum Time Summary

<u>TRAINING STAGE</u>	<u>DUAL</u>	<u>SOLO</u>	<u>X/C</u>	<u>NIGHT</u>	<u>ORAL</u>	<u>GROUND</u>
Flight Stage Two	20.0		2.0		8.0	
SUB-TOTAL	20.0	0.0	2.0	0.0	8.0	

TOTAL GROUND TIME FOR COMMERCIAL PILOT COURSE: 31.2 HOURS

TOTAL FLIGHT TIME FOR COMMERCIAL PILOT COURSE: 62.2 HOURS

TOTAL SIMULATOR TIME FOR COMMERCIAL PILOT COURSE: 10.0 HOURS

1.3 - Grading Rubric

Each lesson will have an overall grade utilizing the Lesson Grading Rubric. Each task within the lesson will be graded individually utilizing the Lesson Task Grading Rubric below.

Lesson Grading Rubric

GRADE	STUDENT PERFORMANCE	DESCRIPTION
S	Satisfactory	Student met all Lesson Completion Standards
U	Unsatisfactory	Student did not meet all Lesson Completion Standards
I	Incomplete	Student was not able to complete all Lesson Tasks/Completion Standards

NOTES: If a student is assigned an Overall Lesson Grade other than S, the instructor must include amplifying comments on the grade form. Additionally, the student will be required to complete the activity in a future session to the applicable Lesson Completion Standards.

Lesson Task Grading Rubric

GRADE	DESCRIPTION
6	Student Exceeded ACS Standards
5	Student Met ACS Standards
4	No Instructor Assistance
3	Limited Instructor Assistance (Only verbal instruction given by the instructor)
2	Instructor Assistance (Minimal hands-on and verbal instruction given by the instructor)
1	Unlimited Instructor Assistance (Hands-on and verbal instruction given by the instructor)
DM	Task was only Demonstrated to the student by the Instructor
NG	Not-Graded

NOTES: If a student is assigned a Lesson Task Grade less than the minimum expected grade assigned to the task within the lesson, the instructor must include amplifying comments on the grade form. At the instructor's discretion, the student may receive a maneuver extension, and the maneuver must be completed to the original expected proficiency level within two subsequent lessons (Stage Check and Stage Check Review lessons are excluded from the extension). If the original expected proficiency level is not reached within the extension's two subsequent lessons, the Student Review Form found in the Semper Fly Helicopters Standard Operating Procedure Document will be initiated by the instructor.

SECTION 2 - STAGE TWO FLIGHT TRAINING

OBJECTIVES:

During this stage, the student will be developing the proficiency for their check ride using the Airman Certification Standards (ACS).

Each student must review the assignment for the scheduled flight lesson prior to arriving for training.

REFERENCES:

1. The Semper Fly Helicopters Training Course Outline for the Commercial Pilot Rotorcraft / Helicopter Certification Course
2. The Semper Fly Helicopters Standard Operating Procedures and Safety Policies Manual
3. The Semper Fly Helicopters Private / Commercial Study Guide
4. Guimbal Cabri G2 Flight Manual
5. Guimbal Cabri G2 Flight Instructor Guide
6. Helicopter Pilot Textbook. Jeppesen Sanderson, Inc
7. Aeronautical Decision Making for Commercial Pilots
8. The FAR/AIM Manual
9. Commercial Pilot for Rotorcraft Category Helicopter Rating Airman Certification Standards, FAA-S-ACS-16
10. Risk Management Handbook, FAA-H-8083-2

COMPLETION STANDARDS:

This stage will be completed when the student has demonstrated through a stage check that he/she demonstrates knowledge and proficiency in all of the Commercial Pilot maneuvers.

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LESSON	DUAL	ORAL	PAGE
<u>2.1 - Lesson 1: Hovering Maneuvers</u>	2.0	0.8	2-3
<u>2.2 - Lesson 2: Takeoffs, Landings, and Go-arounds</u>	2.0	0.8	2-4
<u>2.3 - Lesson 3: Performance Maneuvers</u>	2.0	0.8	2-5
<u>2.4 - Lesson 4: Performance Maneuvers</u>	2.0	0.8	2-6
<u>2.5 - Lesson 5: Emergency Operations</u>	2.0	0.8	2-7
<u>2.6 - Lesson 6: Special Operations</u>	2.0	0.8	2-8
<u>2.7 - Lesson 7: Cross Country Operations</u>	2.0	0.8	2-9
<u>2.8 - Lesson 8: Stage Check Review</u>	2.0	0.8	2-10
<u>2.9 - Lesson 9: Stage Check Review</u>	2.0	0.8	2-11
<u>2.10 - Lesson 10: Stage Two Check</u>	2.0	0.8	2-12
FLIGHT STAGE TWO - TOTAL HOURS	20.0	8.0	

TOTAL FLIGHT TIME - STAGE TWO: 20.0

2.1 - LESSON 1: HOVERING MANEUVERS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will review hovering maneuvers in order to increase proficiency.

CONTENTS:

1. Startup and Shutdown procedures and considerations
2. Hovering Maneuvers
 - A. Vertical Takeoff and Landing
 - B. Slope Operations
 - C. Surface Taxi
 - D. Hover Taxi
 - E. Air Taxi

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.2 - LESSON 2: TAKEOFFS, LANDINGS, AND GO-AROUNDS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will review three types of takeoffs, three types of approaches, and go-arounds in order to increase proficiency. An increased level of aircraft control and ADM will be demonstrated by the student.

CONTENTS:

1. Takeoffs, Landings, and Go-arounds
 - A. Normal and Crosswind Takeoff
 - B. Normal and Crosswind Approach
 - C. Maximum Performance Takeoff and Climb
 - D. Steep Approach
 - E. Shallow Approach
 - F. Go-arounds

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.3 - LESSON 3: PERFORMANCE MANEUVERS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, students will review rapid decelerations and autos, both straight in and with turns, in order to increase proficiency.

CONTENTS:

1. Performance Maneuvers
 - A. Rapid Deceleration
 - B. Straight in Autorotation
 - C. Autorotations with Turns

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.4 - LESSON 4: PERFORMANCE MANEUVERS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, students will review rapid decelerations and autos, both straight in and with turns, in order to increase proficiency.

CONTENTS:

1. Performance Maneuvers
 - A. Rapid Deceleration
 - B. Straight in Autorotation
 - C. Autorotations with Turns

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.5 - LESSON 5: EMERGENCY OPERATIONS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will review Emergency Procedures in order to increase proficiency. An increased level of aircraft control and ADM will be demonstrated by the student.

CONTENTS:

1. Emergency Operations
 - A. Power Failure at a Hover
 - B. Power Failure at Altitude
 - C. Systems and Equipment Malfunctions
 - D. Settling-With-Power
 - E. Low Rotor RPM Recovery

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.6 - LESSON 6: SPECIAL OPERATIONS

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will review confined area and pinnacle operations in order to increase proficiency. An increased level of control and ADM will be demonstrated by the student.

CONTENTS:

1. Special Operations
 - A. Confined Area Operation
 - B. Pinnacle / Platform Operations

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.7 - LESSON 7: CROSS COUNTRY OPERATIONS

(Dual/XC: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will review cross country operations in order to increase proficiency. An increased level of control and ADM will be demonstrated by the student.

CONTENTS:

1. Cross-country Operations

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.8 - LESSON 8: STAGE CHECK REVIEW

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will improve proficiency in any commercial maneuver, as determined by the instructor, in preparation for the Stage Check.

CONTENTS:

1. Startup and Shutdown procedures and considerations
2. Hovering Maneuvers
 - A. Vertical Takeoff and Landing
 - B. Slope Operations
 - C. Surface Taxi
 - D. Hover Taxi
 - E. Air Taxi
3. Takeoffs, Landings, and Go-arounds
 - A. Normal and Crosswind Takeoff
 - B. Normal and Crosswind Approach
 - C. Maximum Performance Takeoff and Climb
 - D. Steep Approach
 - E. Shallow Approach
 - F. Go-arounds
4. Performance Maneuvers
 - A. Rapid Deceleration
 - B. Straight in Autorotation
 - C. Autorotations with Turns
5. Emergency Operations
 - A. Power Failure at a Hover
 - B. Power Failure at Altitude
 - C. Systems and Equipment Malfunctions
 - D. Settling-With-Power
 - E. Low Rotor RPM Recovery
6. Special Operations
 - A. Confined Area Operation
 - B. Pinnacle / Platform Operations
7. Cross-country Operations

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.9 - LESSON 9: STAGE CHECK REVIEW

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

In this lesson, the student will improve proficiency in any commercial maneuver, as determined by the instructor, in preparation for the Stage Check.

CONTENTS:

1. Startup and Shutdown procedures and considerations
2. Hovering Maneuvers
 - A. Vertical Takeoff and Landing
 - B. Slope Operations
 - C. Surface Taxi
 - D. Hover Taxi
 - E. Air Taxi
3. Takeoffs, Landings, and Go-arounds
 - A. Normal and Crosswind Takeoff
 - B. Normal and Crosswind Approach
 - C. Maximum Performance Takeoff and Climb
 - D. Steep Approach
 - E. Shallow Approach
 - F. Go-arounds
4. Performance Maneuvers
 - A. Rapid Deceleration
 - B. Straight in Autorotation
 - C. Autorotations with Turns
5. Emergency Operations
 - A. Power Failure at a Hover
 - B. Power Failure at Altitude
 - C. Systems and Equipment Malfunctions
 - D. Settling-With-Power
 - E. Low Rotor RPM Recovery
6. Special Operations
 - A. Confined Area Operation
 - B. Pinnacle / Platform Operations
7. Cross-country Operations

COMPLETION STANDARDS:

The student should demonstrate continued increased proficiency of aircraft control during and a professional level of understanding of all maneuvers introduced during the lesson.

2.10 - LESSON 10: STAGE TWO CHECK

(Dual: 2.0 Hours, Pre/Post Flight Briefings: 0.8 Hours)

OBJECTIVES:

During this Stage Check, the designated check pilot will evaluate the student's proficiency in all maneuvers and procedures to determine if the student is ready to complete a Commercial Pilot Check Ride. The Pre/Post Flight Briefing time will be utilized to cover topics found in the Preflight Preparation section below.

CONTENTS:

1. Preflight Preparation
 - A. Certificates and documents
 - B. Airworthiness requirements
 - C. Weather information
 - D. Human Factors
 - E. Cross-country flight planning
 - F. National airspace system
 - G. Performance and limitations
 - H. Operation of systems
2. Preflight Procedures
 - A. Preflight inspection
 - B. Cockpit management
 - C. Engine starting and rotor engagement
 - D. Before takeoff check
3. Airport and Heliport Operations
 - A. Radio communications
 - B. ATC light signals
 - C. Traffic patterns
 - D. Airport/heliport runway, helipad, and taxiway signs, markings, and lighting
4. Hovering Maneuvers
 - A. Vertical takeoff and landing
 - B. Slope operations
 - C. Hover taxi
 - D. Air taxi
5. Takeoffs, Landings, and Go-arounds
 - A. Normal and crosswind takeoff and climb
 - B. Normal and crosswind approach
 - C. Maximum performance takeoff and climb
 - D. Steep approach
 - E. Confined area operations
 - F. Pinnacle/platform operations
 - G. Shallow approach and running landing
 - H. Go-arounds

6. Performance Maneuvers
 - A. Rapid deceleration
 - B. Straight in autorotation
 - C. 180° autorotation
7. Navigation
 - A. Pilotage and dead reckoning
 - B. Radio navigation and radar services
 - C. Diversion
 - D. Lost procedures
8. Emergency Procedures
 - A. Power failure at a hover
 - B. Power failure at altitude
 - C. Systems and equipment malfunction
 - D. Settling-with-power
 - E. Low rotor RPM recovery
 - F. Anti-torque system failure
 - G. Dynamic rollover
 - H. Ground Resonance
 - I. Low G conditions
 - J. Emergency equipment and survival gear
9. Night Operations
 - A. Night Preparations
 - B. Safety Concerns
10. Post-Flight Procedures
 - A. Postflight inspection
 - B. Securing of Aircraft

COMPLETION STANDARDS:

This lesson and course will be complete when the student demonstrates the required maneuvers to a satisfactory level / mastery necessary to complete the Helicopter Commercial Pilot according to the Airman Certification Standards.

University Policies

Generative AI Policy Statement for OU School of Aviation Courses

Generative artificial intelligence (AI) tools, such as ChatGPT, Google Gemini, and other similar platforms, are strictly **prohibited** for use in this course. This policy applies to all assignments, including but not limited to ground school exercises, flight planning tasks, and any part of flight training. The use of generative AI will be treated as an act of academic misconduct, subject to the OU's academic integrity policies.

Specific Assignment Policies & Rationale

1. Ground School Quizzes & Exams

Policy: Generative AI is not permitted. Rationale: In ground school, students must develop a deep and personal understanding of aviation principles, regulations, and systems. The use of generative AI to complete quizzes or exams bypasses the critical process of learning and memorization essential for pilot competency. A pilot must recall vital information under pressure without relying on external aids. The ability to recall regulations (e.g., FARs), weather codes (e.g., METARs), and aircraft systems information is non-negotiable for safety.

2. Flight Planning Exercises

Policy: Generative AI is not permitted. Rationale: The purpose of flight planning exercises is to teach you how to meticulously calculate weight and balance, runway performance, fuel burn, and navigate using aeronautical charts. Using AI would provide a solution without requiring you to engage in the step-by-step process, which is where the real learning happens. A pilot must be able to perform these calculations manually, as a system failure in the cockpit or an error in an automated tool could have catastrophic consequences. This skill ensures you can always cross-check and verify automated systems.

3. Pre-Flight Checklists & Procedures

Policy: Generative AI is not permitted. Rationale: Pre-flight checklists and procedures are the foundation of safe flight operations. A pilot must internalize these procedures to the point where they are second nature. Relying on an AI to generate or summarize a checklist would undermine this fundamental training. The consequences of a missed item on a pre-flight checklist could be severe. This hands-on, procedural knowledge is paramount and cannot be delegated to an AI.

Why Generative AI is Inappropriate in Flight Training

While generative AI may be integrated into many aspects of modern life, its application in aviation training is fundamentally misaligned with the core principles of pilot education. Pilots must cultivate a unique set of skills: **critical thinking, situational awareness, rapid decision-making**, and a deep, ingrained understanding of aircraft systems and airmanship. These are not just intellectual exercises; they are skills developed through hands-on practice, repetition,

and a trial-and-error process that cannot be replicated by simply asking an AI for an answer. The danger of using generative AI is that it creates a **false sense of competency**, a reliance on an external "brain" that will not be available when a pilot is alone in the cockpit facing an emergency. The cockpit is a place of human decision-making, and this course is designed to train human pilots, not AI operators. Therefore, to ensure the highest standards of safety and professionalism, we must focus on developing your skills, not an algorithm's.

Mental Health Support Services

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either be seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from a licensed mental health provider through [TimelyCare](#). To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit [University Counseling Center](#). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting Requirement

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex-based discrimination or violence and wish to speak with someone confidentially, please contact [OU Advocates](#) (available 24/7 at 405-615-0013) or [University Counseling Center](#) (M-F 8 a.m. to 5 p.m. at 405-325-2911).

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report sex-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit [Institutional Equity Office](#) at 405-325-3546.

Adjustments for Pregnancy and Related Issues

Should you need modifications or adjustments to your course requirements because of pregnancy or a pregnancy-related condition, please request modifications via the [Institutional Equity Office](#) website or call the Institutional Equity Office at 405/325-3546 as soon as

possible. Also, see the Institutional Equity Office [FAQ on Pregnant and Parenting Students' Rights](#) for answers to commonly asked questions.

Reasonable Accommodation Policy

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please log into iAdvise to request your semester accommodations as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete [ADRC's pre-registration form](#) to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their [website](#). You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

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. [\[See Faculty Handbook 3.15.2\]](#)

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's [Final Exam Preparation Period policy](#).

Emergency Protocol

During an emergency, there are official university [procedures](#) that will maximize your safety.

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.

Additional [Weather Safety Information](#) is available through the Department of Campus Safety.

The University of Oklahoma Active Threat Guidance

The University of Oklahoma embraces a Run, Hide, Fight strategy for active threats on campus. This strategy is well known, widely accepted, and proven to save lives. To receive emergency campus alerts, be sure to update your contact information and preferences in the account settings section at one.ou.edu.

RUN: Running away from the threat is usually the best option. If it is safe to run, run as far away from the threat as possible. Call 911 when you are in a safe location and let them know from which OU campus you're calling from and location of active threat.

HIDE: If running is not practical, the next best option is to hide. Lock and barricade all doors; turn off all lights; turn down your phone's volume; search for improvised weapons; hide behind solid objects and walls; and hide yourself completely and stay quiet. Remain in place until law enforcement arrives. Be patient and remain hidden.

FIGHT: If you are unable to run or hide, the last best option is to fight. Have one or more improvised weapons with you and be prepared to attack. Attack them when they are least expecting it and hit them where it hurts most: the face (specifically eyes, nose, and ears), the throat, the diaphragm (solar plexus), and the groin.

Please save OUPD's contact information in your phone.

NORMAN campus: *For non-emergencies call (405) 325-1717. For emergencies call (405) 325-1911 or dial 911.*

TULSA campus: *For non-emergencies call (918) 660-3900. For emergencies call (918) 660-3333 or dial 911.*

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.

[OU Fire Safety on Campus](#)