



The University of Georgia

College of Education
Department of Counseling and Human Development Services
Recreation and Leisure Studies Program

Dear Students,

We are embarking on a journey this semester...An adventure in learning!

Characteristic of an adventure, we will challenge your perspective, foster new ways of thinking and instill confidence! As is with any adventure, you will be challenged mentally, physically and emotionally to your highest potential. You will be given ownership of your own learning! This document is our roadmap and syllabus. It is representative of four classes totaling 12 credit hours with four separate grades. To guide you through the semester, we have created one syllabus with overviews of assignments and an outline of where the specific assignment grades will count. We, as your instructors, will be functioning as and modeling a team approach. We will meet weekly, and you'll know when we will meet so that you can add items to our agenda when needed. In the past, your education has been delivered in thin layers that may or may not have connected. As you prepare for your profession, we will make connections between content and real-life together.

We look forward to the adventure!

Instructors:

Mr. Denny Teason; 334 Ramsey; 706-542-4311; dteason@uga.edu; M: 10-11; 1:30-2:30
Ms. Allie Smith; 336 Ramsey; 706-542-4311; abs10482@uga.edu; T: 12:30-1:30; R 1:30-2:30
Ms. Laurel Richmond; 336 Ramsey; 706-542-4311; laurelr@uga.edu; W: 10-12
Dr. Gwynn Powell; 345 Ramsey; 706-542-4332; gpowell@uga.edu; M 6-6:30; R:1:30-2:30
Dr. Corey W. Johnson; 343 Ramsey; 706-542-4335; cwjohns@uga.edu; M 10-12; W 10-12

Senior Mentors:

Ms. Heidi Hunt; Edie Klein Room (207 Ramsey); wc@uga.edu; M: 10-11
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**Counseling Psychology · Community Counseling · School Counseling
College Student Affairs Administration · Recreation and Leisure Studies**

**Fall 2007 Foundations of Leisure Services (RLST Unified Core)
RLST 3030, 3800, 3800L, 3850: 12 Credit Hours**

Class Meeting Times & Locations

M/W/F	9:05-9:55	Ramsey 205
T/R	9:30-10:45 and 11:00-12:15	Ramsey 205
Lab	varies, but often Tues 2:00-4:00	Ramsey Gym West or community location

WebCT course address: <https://webct.uga.edu> (log in with UGA myID & password). Students should check the course site for important information and to print student handouts. Also, official university correspondence is conducted using your UGA email address and we expect you to check that email at least daily.

Course Description and Goals: Foundations of Leisure Services (RLST Unified Core) is about creating an interdependent community of learners who can explore, develop, sustain, improve, and contribute to leisure service delivery in a critical and meaningful way.

Our broad goals for this course are to prepare you to:

- Present your ideas and talk with citizens, colleagues, participants, donors, and policymakers with knowledge and confidence.
- Approach challenges by looking for the connections between your experience, existing information, and new information in order to make better decisions.
- Lead organizations by recognizing the interconnectedness of leisure, recreation, research, and the challenges of a diverse society.
- Enter the profession with a wide-range of tangible skills and the ability to effectively demonstrate those skills in an interview and on the job.
- Create and support individual and societal action related to leisure, recreation, and the “common good.”

Using these goals and a learning community model, this course will integrate 12 units of introductory content, experience-based delivery, and active learning strategies to provide you with the foundation necessary to become an emerging recreation and leisure service professional!

This course requires a significant out-of-class time commitment. Check the course outline very carefully and mark your calendar/planner now! If you will be unable to complete an out-of-class assignment or field trip, you need to notify the instructor by August 31, 2007 so that an alternative assignment can be developed. Students who do not notify us by that time are accountable for the assignments/trips as designed in this syllabus.

*The course syllabus is a general plan for the course;
deviations announced to the class by the instructor may be necessary.*

Course Outcomes

As an interdependent community of learners we will explore three major questions, and you will have opportunities to accomplish the following:

What are leisure, recreation and play and what relevance do they have toward achieving an individual and common good? (3 credit hours)

- A1. Describe the RLST program—the faculty, the curriculum, and professional expectations.
- A2. Provide an overview of the philosophical concepts and historical significance of play, recreation, and leisure.
- A3. Explain different cultural views of leisure, time, and work and how they impact the leisure experience.
- A4. Explain the role of the recreation and leisure experience across the life span for all persons in diverse societies.
- A5. Examine current theories and philosophical views of leisure behavior and a range of factors that influence leisure behavior.
- A6. Describe the nature of agencies and businesses delivering leisure services along with an overview of career opportunities that exist within the profession.
- A7. Develop a philosophical foundation for both personal and professional performance in recreation and leisure services.
- A8. Develop a strategy for making the transition from a recreation student to a recreation professional.
- A9. Explain and justify personal ethics and sense of professionalism as applied to leisure services.

What foundational skills do I need to be an effective leisure services professional in a diverse community? (6 credit hours)

- B1. Describe the preparation and skills needed to enter the leisure service profession.
- B2. Prepare written work consistent with RLST Program writing standards (can be found on WebCT) and according to APA 5.0 guidelines.
- B3. Prepare a resume, cover letter, and scholarship application.
- B4. Conduct author, subject, and title searches using UGA Library electronic references.
- B5. Utilize campus networking capabilities including system access, electronic mail (e-mail), WebCT, World-wide Web, and library holdings.
- B6. Create and modify documents using Microsoft Word, Microsoft Excel, Microsoft Power Point, and Microsoft Publisher.
- B7. Demonstrate familiarity with various software packages designed for recreation and leisure services application.
- B8. Organize and conduct leisure programs and services in a variety of settings and with a variety of populations.
- B9. Identify group dynamics and be able to use leadership techniques and strategies to enhance leisure experiences for various populations, including those with special needs.
- B10. Utilize leisure resources to enhance participant involvement.
- B11. Demonstrate the ability to explain and facilitate the concept of leisure lifestyle for

- continued individual development and expression throughout the human life span.
- B12. Analyze programs, services, and resources in relationship to participant needs and requirements.
 - B13. Formulate, plan, implement, and evaluate goals and objectives for leisure programs and services.
 - B14. Discuss the role of budgeting in program planning, and have the ability to construct a budget for a specific leisure program.
 - B15. Utilize techniques and strategies to market specific leisure programs and services.
 - B16. Discuss the principles and procedures used to evaluate leisure programs, services, resources, areas, and facilities.
 - B17. Identify the basic principles of risk management planning, and demonstrate the ability to develop a risk management plan for a specific leisure program.

How can I identify and respond to the critical issues that impact leisure service delivery? (3 credit hours)

- C1. Describe current social, economic, political, and environmental concerns influencing leisure and recreation services in the United States.
- C2. Discuss the legal foundations, regulatory agents, and responsibilities of leisure service agencies in serving people of diverse backgrounds and needs and demonstrate how to comply with professional, legal, and regulatory standards.
- C3. Compare and contrast diversity across social, cultural, and ability levels.
- C4. Identify characteristics of selected disabilities and strategies to enhance leisure experiences for people with disabilities.
- C5. Identify the consequences for everyone when people are left out of leisure service delivery systems.
- C6. Identify the benefits for everyone when people are included in leisure service delivery systems.
- C7. Identify methods and resources to foster a sense of professional competence that promotes development of a leisure lifestyle for all individuals.
- C8. Compare and contrast sociological and psychological perspectives of the outdoor recreation user's environmental attitudes and behaviors.
- C9. Apply principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.

Methods for Accomplishing Course Outcomes include: Class lectures and discussions; required reading assignments; small group exercises and discussion; written papers; experience based analysis; community-based service-learning; interactive in-class response, and field trips.

Accommodation Needs: We are committed to providing access to all persons with disabilities and will provide accommodation if notified. If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact us as soon as possible. Necessary academic accommodations will be made for you based on the recommendations received from Disability Services. You must be registered with Disability Services to receive academic accommodations. Please visit <http://www.dissvcs.uga.edu> or call 706-542-8719 to learn more.

Required Resources and Fees

- Grey: Dattilo, J. (2002). *Inclusive Leisure Services: Responding to the Rights of People with Disabilities* (2nd ed.). State College, PA: Venture Publishing. (including access to a computer to complete the CD component)
ISBN: 1-892132-27-3
- Purple: DeGraaf, D.G, Jordan, D.J. & DeGraaf, K.H. (2005). *Programming for Parks, Recreation, and Leisure Services: A Servant Leadership Approach* (2nd ed). State College, PA: Venture Publishing. ISBN: 1-892132-51-6
- Blue: Henderson, K. A., Bialeschki, M. D., Hemingway, J. L., Hodges, J. S., Kivel, B. D., & Sessoms, H. D. (2001). *Introduction to Recreation and Leisure Services* (8th ed.). State College, PA: Venture Publishing.
ISBN: 1-892132-23-0
- Blue Jean: Michaelis, B., & O’Connell, J.M. (2000). *Game and Play Leader’s Handbook*. State College, PA: Venture Publishing. ISBN 1-892132-02-8
- Mosaic: Dustin, D., McAvoy, L., & Schultz, J. (2002) *Stewards of Access/Custodians of Choice: A Philosophical Foundation for the Park and Recreation Profession* (3rdEd.). Champaign, IL: Sagamore Publishing.
ISBN: 1-57167-514-0
- “Clickers” (aka Interwrite Personal Response System) from the university bookstore
You will use these over the next two semesters.

Additional book chapters, articles, and supplemental readings will also be required but will be on WebCT to keep costs at a minimum. You will need the day’s required readings (article or textbook), so bring them to class. Each day bring your personal response systems (clickers) to class. Not having them may result in a reduction of Learning Activity points.

Group Initiative and High Ropes Course: \$24.00 Make check payable to “UGA REC Sports.”

Background Check: Budget at least \$20 for this process.

One-day registration at a professional conference: Georgia Recreation and Parks Association \$25

We recommend that you purchase Liability Insurance, and you will need to sign a form indicating your decision in this regard. Insurance is available for \$7 by becoming a student member of SPAGE Student Professional Educators of Georgia.

To learn more about the organization: <http://www.pagefoundation.org/spage/index.html>
Membership page: <https://membership.pageinc.org/>

Brief Descriptions of Assignments

Additional details on assignments will be covered in class as well as posted to WebCT.

Leisure & the Common Good Assignments (RLST 3030; 3 credits):

What are leisure, recreation and play and what relevance do they have toward achieving an individual and common good?

Leisure & The Common Good Learning Activities (20 %) Johnson: Attendance, participation, and content comprehension in this class will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes and other short activities completed for Leisure & the Common good. We will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score for Leisure & the Common Good.

Historical Figure Investigation (20 %) Richmond: Students will choose a historic figure that has been influential to the recreation and leisure service profession. You will research that person's biography, views, and contributions. Keep in mind that our roots provide lessons and foundation for our delivery of services in contemporary society. To deepen your level of thinking as you conduct research to write a paper on your historical figure's perspective, you will have the opportunity to "become" this figure in class discussions (reacting to various topics or other historic figures in the manner that best supports your historic figure's perspective).

This I Believe...Professional Philosophy Paper (30 %) Johnson: Students will begin to develop their thinking and writing on a comprehensive paper that explains the student's view of leisure, recreation, and play; their philosophical position with regards to leisure, recreation, and play; and which explains their pragmatic application of leisure theory and philosophy toward the delivery and administration of services. This paper will be developed using scaffold drafts and ultimately will span 3 semesters. This semester will be evaluated according to first and second drafts.

Professional Conference Attendance (10 %) Powell: As a beginning step toward professional involvement, attendance of at least one day of the GRPA conference is a course assignment. The student daily registration rate is \$25, and the GRPA conference will be in Jekyll Island this year November 6-8, 2007. If you cannot attend this event, bring the instructor the conference brochure of an alternative conference by August 31, 2007 for approval consideration.

Exams (20 %) Johnson: Points from the exams will be allotted to Leisure & the Common Good. The exam formats will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Foundational Skills Assignments (6 credits): *What foundational skills do I need to be an effective leisure services professional in a diverse community?*

Part 1: RLST 3800

Foundational Skill Learning Activities (50 %) Powell: Attendance, participation, and content comprehension will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes, and other short activities. We will drop the 4 lowest Learning Activity grades before calculating the final Learning Activity score.

Cooperative Program Facilitations: (30 %) Smith: This project will allow you to gain confidence and skills in games facilitation. You will progress from facilitating activities with your peers (in lab and class), to leading activities at a special event with participants in the community, and end with a “back pocket” full of resources in the form of an activity file.

Exams (20 %) Smith: Points from the exams will be allotted to Foundational Skills Part 1. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Part 2: RLST 3800L

Community Program (50 %) Powell/Smith: The project will give students a realistic experience in planning and implementing recreation programs in a group experience much like ones they will encounter in the “real” world. You will investigate your own leadership journey as you work with a group assigned to one of several pre-arranged projects to plan, implement, and evaluate a recreation program. The program will address agency overviews, needs assessment, program rationale, goals and objectives, target populations, inclusive adaptations, evaluation, environments, risk management, scheduling, staffing, budget, pricing, and program promotion/marketing.

New Leisure Activity (10 %) Teason: Students will select and learn a new activity. This will allow for exploration and reflection about the process of learning a new leisure skill.

Career Exploration (20 %) Johnson: Students will select and investigate a leisure service career of their choice with the instructor approval. During the career exploration, the student will shadow and communicate with a professional for a minimum of eight hours divided into at least two different time periods (i.e. lunch, coffee or informal interview followed by another on-site visit). This project allows students to explore possible career paths, and creates the opportunity to experience various work settings and populations, which can be a lot of fun.

Exams (20 %) Powell: Points from the exams will be allotted to Foundational Skills 2. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Critical Issues Assignments (3 credits):

How can I identify and respond to the critical issues that impact leisure service delivery?

Critical Issue Learning Activities (20 %) Richmond: Attendance, participation, and content comprehension in this class will be assessed using announced and un-announced quizzes, cooperative learning assignments, peer review feedback, free-writes and other short activities completed for critical issues. We will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score for critical issues.

In-Depth Critical Issue Investigation (40 %) Johnson: At this point in the semester, students will build on their historical perspective from Leisure and the Common Good and apply what they have learned in a way that identifies present and future challenges that leisure service delivery professionals might face. This in-depth investigation will expose us to the current critical issues in the field and develop skills in finding resources, problem solving, and the management of such issues.

Inclusive Perspectives (20 %) Smith: This project will challenge you to examine assumptions (including your own) about disabilities. In preparation for a case study, you will participate in an "Inclusion Fusion" and a "Wheelchair Simulation." You will then wrestle with a case study to identify the key issues that need to be addressed and generate a written plan to enhance the leisure participation of the individuals described in the case.

Exams (20 %) Richmond: Points from the exams will be allotted to Critical Issues. The exam format will include objective, short answer, and essay questions that allow students to demonstrate their understanding and application of the course material.

Academic Integrity

"Academic honesty is vital to the very fabric and integrity of UGA. All students must comply with an appropriate and sound academic honesty policy and code of honest behavior" (p37-38 Undergraduate Bulletin). "All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense" (A Culture of Honesty). All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. You can read the policy at www.uga.edu/ovpi. Violations include: cheating (use of any dishonest, deceptive, or fraudulent means, unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism (using the ideas or work of another without giving credit to the source); copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification, statement of untruth, either spoken or written, regarding any circumstances relating to academic work. Copying the work from a previous class, using another student's work, failing to cite references, etc. are also considered violations. Complete the online education tool at <http://www.coe.uga.edu/chds/students/honesty/> Print out the pledge certificate at the end of the quiz and bring it to class August 23rd, so we can place it in your file.

Assignment Point Detail & Final Grade Allocations:

Leisure & the Common Good: RLST 3030 (3 credit hours)

Learning Activities	20 %
Historical Figure	20 %
This I Believe	30 %
Professional Conference Attendance	10%
Exam Points	20 %

Foundation Skills 1 RLST 3800 (3 credit hours)

Learning Activities	50 %
Cooperative Program Facilitations	30%
(Resource File, Peer Activity Facilitations, Activity Facilitation in Community)	
Exam Points	20 %

Foundation Skills 2 RLST 3800L (3 credit hours)

Community Program	50%
(Leadership Journals, On-site Implementation, Reports and Presentations)	
Career Exploration	20 %
New Leisure Activity	10 %
Exam Points	20 %

Critical Issues RLST 3850 (3 credit hours)

Learning Activities	20 %
In-Depth Investigation	40 %
Inclusive Perspectives	20 %
(Inclusion Fusion, Wheelchair Simulation, Written Case Study)	
Exam Points	20 %

Course Schedule, WebCT and Assignment Sheets contain more details

Instructor Expectations and Policies

This class will be taught using a combination of lectures, class discussions, guest speakers, media presentations, and experiential activities. To create an environment in which learning (yours and ours) is possible, we must be well-prepared for class, challenge each other to think critically, express ourselves effectively, experiment with new ideas, respect and listen to everyone's ideas, and correct mistakes, misunderstandings, and errors in a positive and encouraging manner. If each of us does our part, we expect to create a fun and challenging learning environment.

Attendance: In accordance with the university class attendance regulations, students are expected to punctually attend class sessions. While attendance is important, you must also take an active role in your learning experience. Therefore, you are responsible for all class materials. If you do miss a class, be sure to ask a classmate for any handouts, notes, assignments, etc. The student is held accountable for all of the work covered in each class meeting. Students who will be absent because of religious observances or official university business need to notify the

instructors at the beginning of the semester in order to allow for accommodations in testing or assignments.

If you expect to miss class, be sure to notify the team by posting to WebCT. You may not make up or be excused except with 72 hour *advanced* written notice to the responsible instructor. We will utilize Learning Activities to build content and accountability. Each Learning Activity will count towards your grade and some of the activities will also support your major assignments. The Learning Activities take place at times that are unannounced and announced. They must be completed and turned in at the specified time. Extenuating, documented situations will be handled on an individual basis.

We take professionalism very seriously in this class. You will all work with clients in a professional capacity and represent UGA, The Department of Counseling and Human Development Services, and our own professional integrities. Therefore, it is extremely important to us that you behave appropriately, take initiative, are on time, and prepared for every community-based program. Failure to get a substitute and notify the instructor of your inability to fulfill your assigned responsibilities is viewed by us as unbecoming behavior for a future leisure service professional and could result in an automatic “F” for the entire assignment. With regards to our community-based programs, “early is on-time, on-time is late, and late is unacceptable.”

Deadlines: All assignments due in-class, must be turned in on time at the beginning of the class period for which they are due hardcopy (not emailed or submitted on Web-CT) with the rubric provided. If you anticipate being late to class, turn it in the day before. If you ever have a question about when something is due, please ask. Computer problems and other excuses are unacceptable. Late papers and assignments will be penalized 10% per day (the 10% deduction begins immediately). After three days, late papers will not be accepted unless prior arrangements were made with the instructor (prior arrangements means at a time other than during class -- come by, call us, email us). A student who is late for an exam may not take the exam if a student has already completed the exam and left the room. A missed exam results in a zero unless arrangements have been made with 72-hour *advanced* written notice to the responsible instructor, or extreme emergency circumstances can be documented.

Class Preparation and Professionalism: Student participation is critical for the success of this class. Therefore, it is expected that the student will come to class prepared by having read the assigned materials and being able to discuss the material in an intellectual and critical manner. Anticipate spending a minimum of three hours working outside of the classroom for every one hour in the classroom; please plan your schedules accordingly. Much of your time outside of the classroom will be spent reading and writing. Reading is essential to your learning. So vital, in fact, that all assignments require some connection to the readings. Our class sessions will be used to extend and amplify the material from the reading; therefore, you must have read the assignment before each class session.

Evaluation of Student Performance: As instructors we do not give grades; as students, you earn them. To earn an “A” on your exams/assignments you must do excellent work. Excellent means that your work makes a creative contribution as a well-written, insightful, coherent, and original piece of work. A “B” means that your work is good and that you do have a grasp of the content, but it is conventional work. You will earn a “C” or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A “D” means that the work is poor or flawed. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. Assignments that receive a “D” or

an “F” (without a late penalty) may be redone. Redone assignments must be completed within 3 days of being returned and submitted with the original graded work. Once the redone assignment is complete, the two grades are averaged together to arrive at a final score. You are encouraged to do your best job the first time. Learning Activities and exams may not be redone.

Writing is one of the most powerful tools for learning in any college course and is important for clearly and effectively communicating your ideas and/or thoughts to a specific audience. When writing is required outside of the classroom, assignments are to follow the standards of written work posted to the WebCT course site. Creative titles for your papers are always appreciated! Those who have consistent difficulty with writing will be referred to the University’s Writers Resource Lab. Please feel free to utilize this valuable resource on your own by calling 706-542-2119, emailing wrcr@english.uga.edu or checking the website <http://www.english.uga.edu/writingcenter/home.html> for locations and hours tutors are available. All written work is graded according to the approximate criteria:

35% adequacy (breadth and depth) of analysis of the assignment.

35% direct evidence that assignment is synthesized from class material and readings.

20% professionalism (style, presentation, organization, grammar and spelling).

10% completed task according to the guidelines given.

When turning in final versions of assignments for which earlier drafts have been returned to you, you must turn in those drafts (with instructor feedback) as well. If the draft is missing, the final grade for that product will be reduced by 30%.

When you have a question or concern about the grading of an assignment, the student must put their question or concern in writing and turn it in to the responsible instructor (along with the assignment) within 5 days of receiving the grade. The instructor will then have time to consider the student’s question or concern and respond appropriately. This policy does not apply to instructor calculation errors, just show us the error and we will correct it. It is recommended that a student keep all graded material until a final grade appears on her/his transcript. Graded materials may be necessary to settle discrepancies regarding the final grade of the course.

Grading System Breakdown by Percentage

A = 93-100	A- = 90-92	B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 73-77	C- = 70-72	D = 60-69	F = 59 or below

Incompletes and Withdraws: No incomplete will be given unless arrangements have been made with the instructor at least 14 days prior to the last scheduled class meeting. If you have exceptional, documented circumstances during the last two weeks, that will be handled on an individual basis. Please seek appropriate assistance from Academic Affairs: www.uga.edu/studentaffairs/students/withdrawals.shtml. Any student wishing to withdraw from the class should consult with an advisor of the Recreation and Leisure Studies faculty as not to impede timely graduation.

Extra credit: We do not typically give extra credit assignments. We see extra assignments as a way to help the student who is excelling delve into an area of interest, and not as a way to help a struggling student by loading on more work. Rather than ask for something extra, plan ahead and ask for assistance with the work that is assigned before you get into trouble.

Appropriate classroom behavior. You are adults and we expect you to show respect for the instructors, guests, and your fellow classmates and use good/professional manners. If unusual circumstances require you to come in late or leave early, please sit near the door and make your exit quietly. Also, the use of cell phones, pagers, and other disruptive devices (i.e. Using the computer to on-line chat, email or browse the internet) will not be tolerated under any circumstances. If any of these devices are used or go off during class the student responsible for the device will write a 2-3 page essay commenting on the impact of cellular/digital technology on the recreation and leisure experience. The paper is due exactly one-week from the incident. Failure to complete the paper on time will result in 10 % being deducted from the final course grade. Please do not put us in a position of enforcing this policy; turn off devices or leave them at home or in your car.

Dress Code: You need to recognize that your choices in dress effect the impressions you make on others. Use good judgment in class, lab, and the community. The lab is held where proper footwear and attire is essential for safety and optimal learning. In order to participate, wear rubber-soled, closed-toed shoes and loose fitting clothing (e.g., shorts, t-shirts, sweats) to all lab meetings. There are locker rooms available if you need to change clothes prior to or after class. For the community-based programs, t-shirt content and dress will be evaluated by collaborating personnel, and could be grounds for dismissal from the project for that day or for the semester based on the seriousness of the judgment error. Avoid anything that is not “G” rated...i.e. do not wear revealing clothing (i.e. halter tops, short shorts, or pants that let us know what kind of underwear you wear) and avoid clothes with references to drugs, alcohol, sex, tobacco, etc.

Criminal Background Check: Each student will undergo a criminal background check in order to participate in the community based recreation programs. Alternative written assignments will be created for those students who cannot pass a criminal background check.

Office Hours and Appointments: In addition to normally being available before and after class, we encourage you to visit during our office hours or to make an appointment to see us as you have ideas, questions or concerns. Please do not wait until it is too late to ask an important question. Since the management of time is critical for students and professors alike, you are requested to please observe the following guidelines regarding office appointments.

→ **Priority:** Those students who have made appointments with us personally (either in person, by phone, sign-up, or via email) will be given priority.

→ **Drop-ins:** If we are in our offices and no appointment has been scheduled you are always welcome. Dropping in is encouraged and if we are busy with other items, accept our apologies for being honest and inviting you back at another time.

→ **Non-office hour appointments:** Please try to stick to scheduled office hours for appointments. However, if you find it impossible to schedule an appointment during regular office hours, we will work with you to find a mutually convenient time.

→ **Canceling appointments:** Should you find you will be unable to keep an appointment it would be appreciated greatly if you would contact us via one of the means identified above to cancel your scheduled appointment. Thank you for your professional courtesy in this regard.

Occasionally office hours may be canceled due to meetings or travel. We will make an effort to contact you if you have scheduled an appointment during such times. Please accept our apologies in advance for this possible inconvenience.