



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

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Phone: 706-542-5064 Fax: 706.542.7917



Regular Meeting Times:

Excitement in Learning!

M/W/F

9:05-9:55

(Full Time Staff)

Ramsey 205

T/R

9:30-10:45

(Full & Part-Time Staff)

Ecology 201

Wednesday

5:00-8:00

(Operations Managers)

Ramsey 225

Lab

Wednesday 4-6pm

(All Staff)

Ramsey 225

Executive Officers:

Dr. Corey W. Johnson, CEO

347 Ramsey

706-542-4335

cwjohns@uga.edu

Office Hours: M & W 10-11

T & R 11-12

Director of Planning

Mr. Nic Holt

Director of Planning

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Integrated Event Design will capitalize on four distinct courses (RLST 7130, 5130, 4900, and 4000) and their students who bring a variety of skill sets and experiences to create an interdependent community of learners who together and separately can explore, develop, sustain, improve, and contribute to event management and experiential education in ways that foster the individual growth and provide services to a community in need.

As an intentional part of this course design, the executive officers (your instructors) asked themselves, “what can the students do in order to better understand concepts, issues, and develop the problems solving skills necessary to be successful in their vocations and in life?” With a focus on the “doing” as opposed to just telling/listening, we demonstrate a value of process over product with learning as more than a final grade. In addition, the outward focus about what is happening in our local community and what we have to offer, brings the material to life with direct feedback on how we can all make a difference now.

Rather than offering four separate courses with blind faith that we might all make connections across material, this design uses an event management company metaphor that fully integrates concepts so they are explored in-depth, connected to real life and occur in a logical sequence. If you are enrolled in RLST 4000, you will be considered part-time staff and your task allocation will mirror that of a 4 credit hour employee. Students enrolled in RLST 5130 and 4900 will be seen as full-time staff with the same expectations as the part-time staff but also gaining additional expertise in research, evaluation, and grant writing. Graduate students enrolled in RLST 7130 who are learning experiential education strategies will serve as our operations managers, supervising both full and part-time staff and serving as a liaison to our community partners. Your teaching team will serve as the executive officers of the company to be sure we are achieving our outcomes and enjoying the process.

We hope you enjoy this innovative approach and that it more closely mirrors what you are likely to face in the “real world.”

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Required Resources for Staff

ALL Integrated Event Design Staff:

Goldblatt, J. (2008). *Special events: the roots and wings of celebration* (5 ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Full Time Staff Only (RLST 4900):

1. Henderson, K. A., & Bialeschki, M. D. (2002). *Evaluating Leisure Services: Making Enlightened Decisions* (2nd ed). State College, PA: Venture Publishing.

2. "Clickers" (aka Interwrite Personal Response System)

Operations Managers Only (RLST 7130):

Warren, K. Mitten, D. & Loeffler, T. (2008). *Theory & Practice of Experiential Education*. Boulder, CO: American Association for Experiential Education.

ALL Integrated Event Design Staff:

Additional book chapters, articles, and supplemental readings will also be required but will be made available to staff members via Web-CT to keep costs at a minimum. You must bring the day's required readings, and text books to class each day (full-time staff must bring clickers on MWF). Not having them may result in a reduction or loss of Learning Activity points.

Also be sure to budget at least \$20 per staff member for producing professional quality documents in this course.

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 Chief Executives by **January 20, 2009** so that an alternative assignment can be developed. Any staff person who does not notify us by that date is accountable for the obligation.

WebCT: <https://webct.uga.edu>

Log in with UGA MYID & password. All staff members should check the course site daily 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. Also, you can have your web-ct email easily forwarded to your UGA address. If you want to know how, just ask.

Wordpress Blog: www.wordpress.com

In addition to Web-CT, we will require each staff person to create and maintain a blog using wordpress. The blog will primarily be used for staff members to document and reflect on weekly activities related to the design and implementation of their community events. Access to the blog will be given to each staff person's operations manager and their designated executive officer. Fellow staff members or the general public should not have access to that information. Additional information about the blogs will be provided in class.

The outcomes for each course are listed separately as follows:



RLST 4000: How do I effectively deliver community events in ways that facilitate the individual and common good? (4 credit hours)

Task & Point Allocation

Exams-100 points
 Learning Activities-50 points
 Promo Activity-50 points
 Event Critiques-50 points
 Design Laboratory-200 points

Total Points: 450

- A1. Critique/evaluate the strengths and weakness of special events.
- A2. Develop skills needed to propose, plan, execute, and evaluate special events.
- A3. Supervise the utility, design and implementation of a variety of experiential activities in multiple settings which encompass reflection, critical analysis, and synthesis.
- A4. Gain practical experience by participating in event coordination and execution.
- A5. Identify risks and benefits of event options / decisions.
- A6. Develop teamwork skills and an appreciation of collaboration in event planning



RLST 5130: How do I effectively deliver community events in ways that facilitate the individual and common good? (4 credit hours)

Task & Point Allocation

Exams-100 points
 Learning Activities-50 points
 Promo Activity-50 points
 Event Critiques-50 points
 Design Laboratory-200 points

Total Points: 450

- B1. Describe and apply concepts and theories related to leisure education, environmental education, cultural competency and community engagement.
- B2. Design and conduct a leisure services needs assessment based on a specific theoretical approach.
- B3. Analyze the market environment including existing or potential competition, price, distribution, and promotion as they influence decisions regarding current or proposed community programs.
- B4. Design programs consistent with need assessments and theoretical approaches
- B5. Develop marketing and promotional strategies designed to inform prospective clientele of programs meeting their leisure service needs/wants.
- B6. Develop strategies for the implementation of programs/events
- B7. Implement a leisure service program or special event for an underserved population
- B8. Analyze program effectiveness in meeting community needs/wants, pricing strategy, distribution, promotional efforts, design and implementation.
- B9. Evaluate the utility of leisure education, environmental education, cultural competency and community engagement for individuals served in clinical, institutional, community, education and other human service settings.
- B10. Evaluate the philosophical foundation for both personal and professional performance in recreation and leisure services.



RLST 4900: What are the research and evaluation skills needed to make informed decisions in today's world? (3 credit hours)

Task & Point Allocation

Exams-75 points
 Learning Activities-50 points
 This I Believe Paper- 75 points
 R. Wed. Critiques-75 points
 CG Evaluation Design-75 points
 Grant Proposal- 100 points

Total Points: 450

- C1. Locate and evaluate the quality of information and research sources.
- C2. Discuss and apply basic terminology and concepts used in research and evaluation.
- C3. Describe the strengths and weakness of different research designs.
- C4. Apply different methods of evaluation related to leisure service delivery.
- C5. Locate and apply for grant funding related to leisure service delivery.



RLST 7130: How does experiential education inform community event development, supervision, and evaluation? (3 credit hours)

Task & Point Allocation

Participation- 50 points
 IDQ's- 50 points
 Staff training- 150 points
 Event Management- 150 points
 EE Philosophy- 50 points

Total Possible: 450

- D1. Describe the various theoretical approaches to experiential education
- D2. Articulate the philosophical, social and historical roots of experiential education
- D3. Develop a broad understanding of the nature and scope of experiential teaching, learning, and their utility to different disciplines
- D4. Supervise the utility, design and implementation of a variety of experiential learning activities in multiple settings which encompass reflection, critical analysis, and synthesis
- D5. Articulate the role and value of experiential learning in both informal and formal contexts
- D6. Advocate for the relevance of a experiential education philosophy in contemporary educational and political environments
- D7. Develop a disciplinary-based course or project using an experiential education approach.

Methods for Accomplishing Course Outcomes include:

Class lectures and discussions; required reading assignments; small group exercises and discussion; written papers; experience based analysis; big fun, 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.

As a group



**“The things
we have to
learn
before we
do them,
we learn by
doing
them.”
- Aristotle**

Task Allocation & Brief Descriptions

RLST 4000/5130: Event Management (Full & Part-time Staff)

Staff Assessment (100 points): At the midpoint of the semester, we will have a midterm assessment (exam). It will be the only formal exam.

Learning Activities (50 points): 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 complete 12 activities during the semester and we will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score.

Promo Activity (50 points): Locate a local (within a 75 mile radius) event using TV, newspapers, radio, or Internet for the upcoming week and list the pertinent information (what, when, where, costs). Your goal is to persuade your fellow staff members to attend. Posting deadlines are listed on the class schedule and these posts must be unique across the class. If another staff member has already posted an event, you must find a new event to post.

Event Critiques (50 points): You will describe within the context of our readings and discussions an event you attended. You may be asked to share your experience during class. Deadlines are on the class schedule.

Professional Portfolio Assignment

IED Laboratory (200 [100 class & 100 lab] points): In groups of 5-7 you will provide leadership in a Design Laboratory for a minimum of 15 hours community interaction time. You are expected to participate fully in the planning, delivery, and reflective evaluation for a special event supervised by an Operations Manager and a community partner. Each staff member is expected to contribute equally to completing a comprehensive work break down plan, weekly time sheet/activity logs, biweekly blog entries, biweekly blog reflection responses, a final reflection paper, and a team presentation. In addition, the staff member's performance will also be evaluated by the Executive Officers, their Operations Manager, the community agency, and their fellow staff members. Detailed information will be discussed throughout the semester.

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

RLST 4900: Research and Evaluation (Full-time Staff Only)

Full-time Staff Assessments (75 points): There will be three, 25 point research and evaluation assessments (exams) throughout the course of the semester.

Learning Activities (50 points): 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, clicker questions, and other short activities. We will complete 12 activities during the semester and will drop the 2 lowest Learning Activity grades before calculating the final Learning Activity score.

This I Believe...Professional Philosophy Paper (75 points): You will continue to develop your thinking and writing on a comprehensive paper that explains your view of leisure, recreation, and play; philosophical position with regards to leisure, recreation, and play; and which explains the pragmatic application of leisure theory and philosophy toward the delivery and administration of leisure services. This paper is developed using scaffold drafts and usually spans 3 semesters. This is the second semester, (or midpoint) of developing that paper. In this second semester students will be evaluated according to a third draft (drafts one and two were completed in Fall, 08). The final stage, occurs in senior seminar, and is writing an executive summary of this paper for your professional portfolio.

Research Wednesday Critiques (75 points): To demonstrate your ability to effectively evaluate and assess research design and implementation, you will write a 3-4 page critique of three Research Wednesday experiences.

Community Group Evaluation Design Consultation (75 points): Alone or with one other person, you will select a special event from those being designed and implemented by the IED teams (cannot be your own IED event) and use your specialized content knowledge, to design a systematic formal evaluation system that utilizes both quantitative and qualitative data (though the degree can vary) for that event. At minimum your design plan should include a rationale for your approach/model, a discussion of any legal/ethical issues, data collection procedures and instruments, sampling, data analysis, trustworthiness, a timeline, and potential implications.

Professional Portfolio Assignment

Grant Proposal (100 points): Administrators in leisure services and event management are increasingly encouraged to supplement their organizational budgets with external funding. This assignment will require you to locate an actual source of grant funding related to your IED event or community partner agency. You will then create an application and proposal to hypothetically obtain the grant that you have chosen. Your choice of grants must be approved by the instructor no later than March 18th, 2009.

Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results.

- Andrew Carnegie



Experiential Education is elusive, often paradoxical, a multi-faceted jewel with ethical, aesthetic, spiritual, physical, social, and psychological dimensions, even cosmic dimensions. Psychological mountain climbing may be the right phrase for what we mean by experiential education
—John C. Huie

RLST 7130: Experiential Education (Operations Managers)

Classroom Participation (50 points):

Part of your grade is determined through class participation. Active participation is essential to your learning and contributes to the learning of others. Participation will be evaluated in the following way:

Excellent = Proactive participation through leading, originating, informing, as well as asking questions that are thought provoking and indicate that you have read the material and reflected upon the readings and discussions. Participation does not mean dominating the discussion, making comments merely to make comments, or taking up class time with personal issues or tangential items. [50-45 points]

Satisfactory = Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others. Active participation in group activities. [44-40 points]

Minimally acceptable = Passive participation including being present, awake, alert, attentive, but not actively involved. I call it the “seat warmer.” While you may be learning, you are not contributing to other’s learning nor are you assisting in producing discussions that engage others in learning. [39-35 points]

Unsatisfactory = Uninvolved including being absent, late, leaving early, present but not attentive, sleeping, asking questions that clearly indicate you have not kept up with the readings or class discussions, and making irrelevant contributions that inhibit the progress of the discussion. [34-0 points]



**I hear and I forget
I see and I believe.
I do and I
understand.
---Confucius**

(7130 continued)

IDQ-Integrative Discussion Questions (6 of 7 sets) (50 points):

In an effort to focus our class discussions most effectively, each Operations Manager will submit at least three integrative discussion questions based on that week's readings. These questions should span the entire set of readings and must be posted to the course Web-CT site no later than 8:00 a.m. on the day of class. Those questions will then become part of the agenda for that day's seminar. An integrative discussion question is like a well developed essay question on an exam. It should identify an intriguing issue from the readings and place that issue in front of us in a way that facilitates discussion and or exploration. For example:

1. Wearing (1998) argues that we need to balance uncovering the subtle and ambivalent ways women may be negotiating their leisure at the margins without perpetuating their marginalization. Does studying those at the margins reinforce the existing power structures or does it create positive change for the marginalized group?

2. Burdge (1999) reports the disciplinary background of people publishing in the leisure research journals. Because advanced degrees were not offered in leisure studies prior to the late 1970's, early researchers had graduate degrees in other disciplines whereas contemporary researchers often have degrees in leisure studies. What has been gained and lost through this transition? How might this impact the nature of leisure research?

Staff Training (Group Project) (150 points)**:

Our class will use an experiential education approach to create and implement a training program for a community partner that mirrors those which they are supervising in RLST 3130/5130.

5130 Community Based Program/Event Supervision & Reflection (150 points)**:

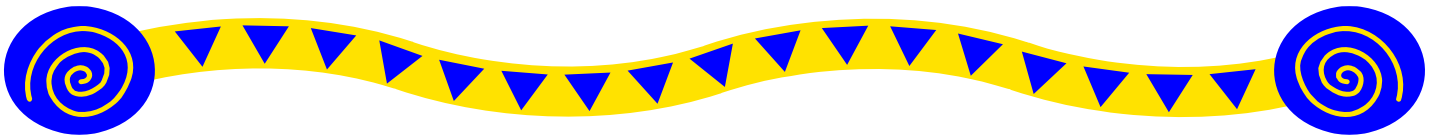
Each operations manager will identify a community partner and create an advocacy goal related to leisure education, environmental education, cultural competency, or social justice. Once the partnership and goals have been identified, the student will recruit, supervise, and evaluate 5-7 full and part time staff members to participate in the design, implementation, and reflective evaluation of a 15 hour community program or special event. To be effective, you will also have to undertake understanding their course content (related to event management), in addition to your own (related to experiential education). In addition to managing these responsibilities, you must keep a reflective blog that documents the experience (facts, emotions, own learning, etc.) in relation to all of the course content and know in intimate detail the executive officers policies, procedures, and overall expectations.

(7130 continued)

Experiential Education Philosophy Statement (50 points):

A philosophy statement is an act of reflection on information, ideas, and experience to help us decide what is good and useful. It is "a point of view from which to take in the world" and the standards, by which we, as professionals and educators, can judge behavior, develop programs, select methods and explore solutions. We need to be able to succinctly articulate our philosophical position so our practice can be congruent with what we see as real, useful, and good. Further, understanding the rich foundation of concepts of education in western culture can give the professional/educator a sense of "place." How can I decide what my philosophy is?—Writing a philosophy statement regarding specific subject matter is an opportunity for professional writing that will help you articulate how you will use philosophical thinking in your practice. First, the writer should define experiential education and any other related concepts along with their inter-relationships. Second, the writer needs to describe his or her philosophical thinking about the value experiential education for both individuals and collective individuals in society. Finally, the writer needs to explain how experiential education contributes to improving quality of learning and life for their clients and/or peers. The paper should be approximately 3-5 pages in length.

** indicates that the students will be responsible for designing their own grade rubrics.



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” (p. 37-38 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.

Integrated Event Design Policies, Procedures, & Expectations

This set of integrated courses is 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.

The following frequently asked questions will help you to become familiar with the expectations and policies set by your learning community instructors.

When do I need to come to Class? Why is my attendance important?

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 meeting, be sure to ask a fellow staff member for any handouts, notes, assignments, etc. The staff member is held accountable for all of the work covered in each meeting. Staff members who will be absent because of religious observances or other official university business need to notify the executive officers at the beginning of the semester in order to allow for accommodations.

How do I inform my supervisor if I know I am going to be absent?

If you expect to miss a regular meeting time, be sure to notify the supervisor by posting to Web-CT. You may not make up or be excused except with 72 hour advanced written notice. Extenuating, documented situations will be handled on an individual basis. We 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, we do this to encourage and reward you for being prepared everyday. They must be completed and turned in at the specified time, so that means you can not earn credit for them if you are not there. We know there will be times when you can not attend class and do not know in advance. For that reason, we have built in "dropping" a specific number of learning activities to accommodate those unforeseeable circumstances

What does it mean to be professional in a learning community setting?

We take professionalism very seriously in Integrated Event Design. 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 your operations manager of your inability to fulfill your assigned responsibilities is viewed by us as unbecoming behavior for future professionals, 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."

When are assignments due? All tasks due in-class, must be turned in on time at the beginning of the meeting with the rubric attached. This means they must be in hardcopy (not emailed or submitted via Web-CT unless otherwise noted). If you anticipate being late to a meeting, turn it in the day before or send it with a colleague. If you ever have a question about when something is due, please ask. The late penalty starts one minute into the meeting because we do not want you (not that you ever would!) to be sitting in the computer lab finishing up a task—that would cause you to fall further behind because you would be missing a meeting time!

What if my printer ran out of ink and I turn my assignment in late?

Computer problems and other issues are unacceptable excuses. Plan ahead and have a “back-up” plan. Despite contingency plans, sometimes issues do arise, and in that case, late papers and tasks will be penalized 10% per day (the 10% deduction begins immediately—like 1 min into class). If you are not done or have not been able to print it, just accept the 10% penalty with grace and come on to our meeting time. You have 24 hours to get it turned in before the next 10% deduction. After three days, late papers will not be accepted unless prior arrangements were made with the operations manager or executive officers (prior arrangements means at a time other than during class -- come by, call, email). It is always best to have this agreement in writing and to turn it in with the late paper.

What if I'm late for an exam? If I miss an exam, can I make it up?

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.

How important are the reading assignments?

Student participation is critical for the success of this class. Therefore, it is expected that the staff member 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 our meeting times for every one hour we meet; please plan your schedules accordingly. Much of your time outside of our meeting time will be spent reading and writing. Reading is essential to your learning. So vital, in fact, that most of our tasks require some connection to the readings. Our meeting times will be used to extend and amplify the material from the reading; therefore, you must have read the assignment before each class session.

How are my tasks evaluated?

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.

Grading System Breakdown by Percentage

A = 93-100	A- = 90-92	B+ = 88-89	B = 83-87	B- = 80-82
C+ = 78-79	C = 70.5-77	C- = 70-70.5	D = 60-69	F = 59 or below

Can I redo an assignment if I got a bad grade on it?

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.

What happens if I earn a C-, D or F in any portion of Integrative Event Design?

First, we want you to apply yourself so that this situation does not occur! But, if it does, the College of Education policy does not allow C-, D, or F to count for your major coursework. This situation is complicated by the fact that many of our courses are only offered once a year. If this course is an elective for you, please check with your major/college advisor to see what the implications are regarding your program of study.

What are the standards for writing in Integrative Event Design?

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 Web-CT 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 wrctr@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 tasks for which earlier drafts have been returned to you, you must turn in those drafts (with the feedback) as well. If the draft is missing, the final grade for that product will be reduced by 30%.

What should I do if I don't agree with an assignment grade?

When you have a question or concern about the evaluation of an assignment, the staff person must put the question or concern in writing and turn it in to the evaluator (along with the assignment) within 5 days of receiving the grade. The evaluator will then have time to consider the question or concern and respond appropriately. This policy does not apply to 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.

How do I get an incomplete or a withdrawal?

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.html. Any student wishing to withdraw from the class should consult with their academic advisor as not to impede timely graduation.

How can I receive 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.

What should I do if I'm late to class?

You are adults and we expect you to show respect for the executive officers, operations managers, community partners, clients, guests, and your fellow staff members 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.

Is there a policy regarding cell phones during regular meetings?

The use of cell phones, pagers, and other disruptive devices (i.e. texting, using the computer to on-line chat, email or browse the internet) will not be tolerated under any circumstances during formal meeting times (class, fieldtrips, etc). If any of these devices are used or go off during class the staff member responsible for the device will write a 2-3 page essay commenting on the impact of cellular/digital technology on the event management profession. 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.

What should I wear to class, lab, and other class related activities?

You need to recognize that your choices in dress effect the impressions you make on others. Use good judgment. For the community-based programs, t-shirt content and dress will be evaluated by operations managers, 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, racism, alcohol, sex, tobacco, etc.

What do I need to know about working in the community?

Each student may need to undergo a criminal background check in order to participate in the community based programs depending on the unique situation. This action is done to role model best practice in working with community participants and to increase protection for the community participants. Alternative written assignments will be created for those students who cannot pass a criminal background check.

How do I make an appointment with a Executive Officer?

In addition to normally being available before and after meeting times, 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.

What should I do if I have an idea for the Integrated Event Design Executive Officers?

By all means tell us! We welcome your ideas...we might not always be able to implement them right away, but value and appreciate them and our courses have been improved over the years as a result.