

# Citizenship Project Proposal

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2013

I feel I have arrived at an exciting time involving the development of new undergraduate and graduate curricula and a larger positioning discussion about the department's future focus and direction. The following projects are intentional ways I feel I can positively contribute to my department.

1. **Career Development Website** – I am working with another faculty member and the Center for Teaching and Learning to develop a career exploration website to be used in our introductory, RecM 300, course. The site will expose students to career opportunities within our field as well as help them to begin taking the steps necessary (e.g., professional development, networking) to position themselves for desirable internships and careers.
2. **Experience Industry Management (EIM) Conference** – This past fall I assisted with the design and implementation of our department's first EIM conference. The goal was to bring academics and professionals together to discuss the professional development of students and research related to EIM. I plan to assist with the continued development and implementation of this hopefully annual event.
3. **Work/Life Harmony Brownbag** – I worked with a couple of faculty to start a regular brown bag around the topic of work/life harmony research. So far we have had faculty from departments from the Marriott School and School of Family Life attend as well as a faculty from the Mayes Business School at Texas A&M University. I plan to continue working to grow this group in the fall.
4. **Faculty Collegiality** – I want to continue to develop positive relationships with faculty in my department. To do so I plan to find ways for interaction both in academic and non-academic settings. This includes taking advantage of lunch and other leisure opportunities with colleagues

# Scholarship Strategies Project Proposal

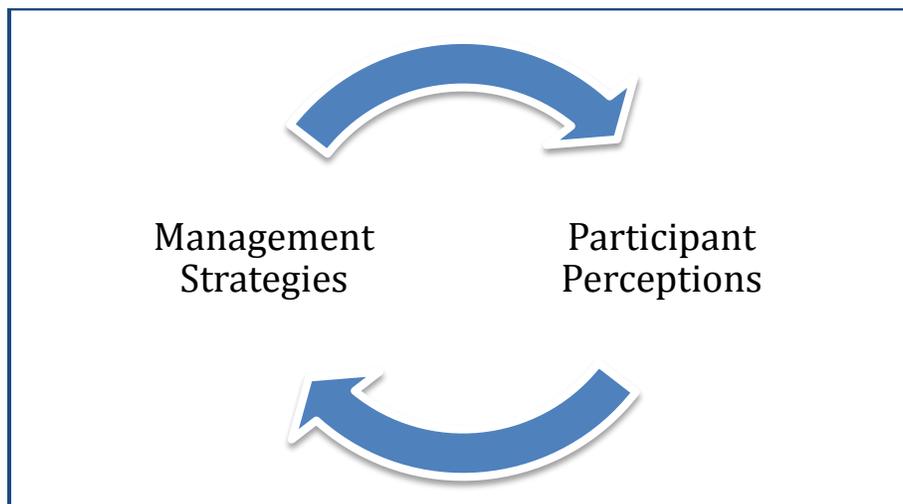
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2013

## Scholarship Section - Faculty Development Plan

The overarching objective of my research agenda is to better understand the processes and outcomes associated with meaningful experiences. While studying experience outcomes is necessary, it is not sufficient in and of itself to increase our understanding of the management of experiences. The within experience processes (i.e., the components of the experience that facilitate observed impacts) deserve equal if not more attention than outcomes. Some refer to this type of “black box” research because it focuses on understanding the inner workings of an experience.

In order to contribute to the literature and provide meaningful information to professionals I believe we need to understand experiences from the perspective of both the participant and the provider. Participants’ insights should inform the design and management of experiences and management strategies should be evaluated in terms of their impact on participants’ experiences (see Figure 1). Experience management must encompass both the intentional provision and perception of experiences in order to build theory and influence practice.



**Figure 1. Experience Management Cycle**

Accordingly, my research agenda focuses on two distinct but related strains of research related to the study of experiences.

### **1. Experience Management**

It’s been more than 10 years since Pine and Gilmore introduced their concept of the “experience economy.” Although not necessarily a new idea their work brought increased attention to understanding the importance of experiences for all sectors of the economy. This attention has also led to increased research focus on experiences across multiple

disciplines. Although the field of leisure studies has a long established history of research experiences, this new inter-disciplinary interest in experiences holds immense value for our field.

Accordingly, I have formulated the following prioritized research goals:

1. Consolidate and categorize applicable experience management research across multiple disciplines in order to enrich current recreation management research and identify ways our field can make meaningful contributions to the experience management literature.
  - a. Current Project (Duerden/Ward/other interested department faculty) – A systematic review of experience management literature across multiple disciplines. This piece will also incorporate feedback we received regarding needed areas of research from attendees at the 2013 EIM Conference.  
Targeted Outlet: JLR or JPRA
2. Based upon the results of the literature review research will be conducted to further develop key theories and frameworks related to experience management.
3. Applied experience management projects. These projects will focus on evaluating experience offerings in order to identify best practices and improve the management and delivery of experiences. Projects of this nature could also be excellent opportunities for mentored student research teams as proposed in the new graduate degree proposal.

## **2. Work/Life Harmony**

It is commonly accepted that a reciprocal relationship exists between work and non-work contexts. The experiences at work influence our experiences with family and in our personal leisure lives. Both management and leisure research has dealt with this general topic extensively but primarily independent of one another. Accordingly, the management literature tends to oversimplify non-work contexts and the leisure literature does the same with the work context. Increased collaboration between management and leisure scholars could serve as a rich opportunity to improve our understanding of the relationship between work and non-work.

The implications of this research strain are exciting from both an interdisciplinary collaboration and a management perspective. In my mind this topic relates back to my experience management strain as organizational policy has a huge impact on employees experiences at work and at home. Increased understanding of how leisure time relates to work time could lead to the development of HR policies conducive to the development of more harmonious ties between employees work and non-work lives.

Steve Courtright (Mays School of Business – Texas A&M University) and I are working on the first steps of the collaboration process. The following is an excerpt from an internal grant proposal Steve recently submitted that summarizes our thinking about this project:

As organizations grapple with the challenge of recruiting, motivating, and retaining talent, an issue of increasing importance is that of helping employees achieve a so-called “work-life balance.” Indeed, several polls have shown that work-life balance is among the highest of priorities for today’s workers and college graduates (e.g., APA, 2012); therefore, it has major implications for the quality of talent that organizations can both attract and retain. The broad purpose of our research is thus to explore the intersection of leisure and work. Because there is so little work on this topic in the HRM research literature, our goal is to begin by submitting a theory piece to the *Academy of Management Review* that essentially merges the fields of leisure science and HRM. This article will address the following questions (note that potential answers to these questions are noted in parentheses): (1) Why does the study of leisure matter to employees, organizations, and the field of HRM?; (2) What types of leisure are most likely to yield positive benefits for work life? (Those that are intrinsically driven and involve rich interpersonal communication either between co-workers or with others outside the work domain); (3) *How* do leisure activities contribute to the vitality and productivity of organizations? (They help employees to feel social support, gain greater personal resilience and self-confidence, find physical and emotional renewal and rejuvenation, build social networks with people outside the organization, and find shared meaning with co-workers in the organization.); and (4) What are things that organizations can do to encourage leisure activities? (Embed leisure-related rituals in the organizational culture, institute “leisure-friendly” policies.)

The initial theory piece that Steve and I are proposing will then set the stage for additional theory/model testing much like the experience management review piece discussed earlier.

I see this topic as a key and valued contribution our department can make in the Marriott School and in the management literature. This is a topic of interest on both sides of aisle, so to speak, and one that has already raised interest in faculty from the Marriott School and School of Family Life here at BYU. An informal work/life harmony brown bag took place twice this semester and will continue to meet next fall. Interested/participating faculty includes members of department, Lori Wadsworth, John Bingham, Steve Courtright, Jeff Hill, Erin Holmes, and Gibb Dyer.

### **Conclusion**

I am excited to pursue this proposed research agenda. I believe it builds nicely upon my existing research efforts and will make meaningful contributions to our department’s focus on experience industry management as well as help position our field’s literature within the management research focus of the Marriott School.

## Goals & Plan – February 2014 Deadline

Goals	Plans
Start at least two new research projects each year	Continue to seek out and find new collaborative partners.
	Submit at least one grant application per year.
Submit four “top tier” manuscripts each year.	Attend the BYU publish and flourish course.
	Write at least 15-30 minutes everyday.
	Maintain realistic timelines for all projects
Stay abreast of the most current research in applicable fields.	Read at least the abstracts from each issue of JLR, Leisure Sciences, & JPRA.
	Attend and present at applicable national conferences (e.g., NRPA, AAE, etc.).
	Read at least two applicable content books each year.
Continue to develop my research skills.	Read at least one research methods book per year.
	Attend at least one methods workshop or conference per year.

## Scholarship Productive Strategies

Over the next year I would like to focus on implementing the following strategies for increasing scholarly productivity:

1. I would like to protect and use a daily writing time.
2. I would like to find a place to write outside of my home and office.
3. Begin writing as soon as I start a project.
4. Send all manuscripts to the faculty editing service as well as a couple of content experts before submission.

## Assessment of Strategy Implementation

Assessment of my strategy is spelled out in my goals and Plans. The following is an assessment checklist:

- Submit four top tier manuscripts
  - Date:
  - Date:
  - Date:
  - Date:
- Read key journals
  - JPRA
  - JLR
  - LS
- Read two content books
  - Book 1:
  - Book 2:
- Read one methods book:
- Attend at least one methods workshop or conference
  - Conference/Workshop Title:

# RECM 420 - Event + Exp Management

## Fall 2013

### Section 002

Name:  
Office Phone:  
Office Location:  
Email:

## Course Information

### Description

Course Purpose: Equip students with a variety of program planning methods and skills. Emphasis will be placed on designing and staging recreation programs and experiences and the fundamental concepts of event planning.

### Material

	Item	Vendor	Price (new)	Price (used)
	Other Readings as Assigned Required A variety of other readings will be required as assigned. Please review the course schedule to view all assigned readings		\$0.00	\$0.00
	The Experience Economy, Updated Edition Required by Il, B. Joseph Pine Harvard Business Review Press;Edition Updated ISBN: 9781422161975	BYU Bookstore	<a href="#">\$24.95</a>	<a href="#">\$18.75</a>

### Learning Outcomes

#### Design

Students will demonstrate the ability to design intentional experiences to produce targeted outcomes for various populations.

#### Stage

Students will exhibit the ability to effectively stage experiences.

#### Evaluate

Students will critically evaluate experiences provided across a variety of contexts.

### Grading Scale

Grade	Percent
A	93% to 100%
A-	90% to 92%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	73% to 76%
C-	70% to 72%
D+	67% to 69%

D	63% to 66%
D-	60% to 62%
E	0% to 59%

## Grading Policy

All assignments must be professionally prepared and will be marked for content as well as style, spelling, and grammar. Quality of presentation and neatness are important.

All assignments MUST follow this format:

- Typed, using 10-12 point font
- Double spaced, 1 inch margins
- All sources correctly cited using APA 6th

Assignments are due on the assigned date. Assignments received after the due date will be deducted 10% per day.

Group assignments should reflect the input of the entire group. If the group decides to divide up the assignment into sections, the end result should nonetheless appear uniform to the reader. Fonts, formatting, etc. need to be coordinated to produce a professional looking report.

Make-ups: Make-up exams and quizzes will only be given to students who have a legitimate, university approved excuse and documentation. The date for the make-up must be established with the course instructor on the student's first day back.

## Participation Policy

My belief is that true learning requires application. Therefore, I will do my best to provide as many opportunities to apply course content throughout the semester as possible. This means that your attendance in class is an essential part of the overall learning experience.

Although I will not be taking attendance in class you will report on your own attendance and participation in weekly online reflections. You will be able to drop your two lowest reflection scores which should cover you in case you miss a class or two. There will be a place on the reflection form to indicate and explain university excused absences.

Exam questions will be drawn from both the readings and course lectures.

## Teaching Philosophy

Course development and facilitation is at its core an experience management endeavor with a goal of providing students opportunities for meaningful and engaging experiences with course content. In my view, developing relationships, fostering engagement, and providing opportunities for application are central to creating a meaningful educational experience, and form the foundation of my teaching philosophy.

## HBLL Course Reserve Readings

HBLL Course Reserve Readings

Password: due420

## Assignment Descriptions

### Weekly Reflections

After class each Wednesday you will have the chance to complete a weekly online reflection. The online reflections will be available on Learning Suite directly after class on Wednesday and will close Friday evening at midnight. The reflection will include a variety of items including open questions about topics we covered that week, requests for feedback about certain aspects of class, multiple choice questions related to content covered that week, and an attendance/participation check.

Each reflection will be worth 5 points and you will be able to drop your two lowest reflections. The reflections are open note/book and you will have 1 hour to complete each one but I'm sure it won't take that long. I do ask that you answer the questions, especially attendance/participation, honestly and you complete the reflection on your own.

## Experience Analyses

In order to complete this assignment you will need to identify and attend three structured experiences. You will then use the provided analysis instructions to analyze the experience using class concepts.

## Experience Consulting Report

For this assignment you will select one of the experiences you analyzed for your Experience Analyses. You will then develop a consulting report for the providing organization.

### Selection Report

Due: Wednesday, Oct 09 at 11:59 pm

Please submit a paragraph indicating the organization you will be analyzing and why you picked them.

### Experience Consulting Report - Part I

Due: Saturday, Oct 19 at 11:59 pm

Part 1 is essentially a work in progress draft of your consulting report. It primarily serves to provide some background of your chosen experience and provide a summary of the target population and logic model. Students will write Part 1 after completing most, but probably not all of their field study work. Part 1 will be revised as part of the final paper and should flow seamlessly into the final part. Part 1 should include: introduction, background, description of target population, and logic model.

### Experience Consulting Report - Final

Due: Saturday, Nov 02 at 11:59 pm

The final report will include a revised Part 1 and then the following abbreviated steps of developing a strategic plan: SWOT analysis, recommendations, conclusion.

## In-Class Staging

Due: Wednesday, Oct 30 at 12:00 am

Each group (3-4 people) will be required to stage a short (10 minute) experience for the class. Each group will receive a different target participant assignment.

Groups will also produce a one-page fact sheet detailing important information about their target population along with tips about how to best produce for this audience.

[Rec M 420 - In-Class Staging.pdf](#) Download

## In-Class Staging Design Plan

Due: Wednesday, Oct 30 at 11:59 pm

In order to design your in-class staging experience you will produce a design plan that will include the following elements:

1. **Target Participant Fact-Sheet** - You will need to do some research in order to provide a customized experience for your target population. To provide evidence of your research you will produce a **one-page** fact sheet about your target population. It should be prepared with a general practitioner audience in mind and should contain the following elements —
  1. Facts - Provide basic facts about your population that would be pertinent for an experience industry professional.
  2. Tips - Provide some best practice tips for providing experiences for your population.
2. **Logic Model** - You will produce a logic model for your planned experience. Please refer to the logic model reading and logic model examples on the content page. Your adherence to the logic model will be part of the experience portion of your In-Class Staging Assignment grade.

You will be graded on the quality of the information you provide and the overall layout of the factsheet and logic model. Remember, the fact sheet and logic model should both be no longer than one page each.

[Rec M 420 - In-Class Staging.pdf](#) Download

## Visionary Experience

Due: Monday, Dec 09 at 11:00 am

Using the lessons learned during your study of the individual/organization, your group will provide the class an experience (20 minutes).

The targeted outcome of the experience will be increasing class members' knowledge about how the individual/organization is an experience visionary.

The key is to provide an experience that incorporates the lessons learned from the project into the experience. For example, what type of experience would Walt Disney provide to help people learn about himself?

You will be graded on the actual experience and your preparatory and evaluation materials including a logic model, animation plan, and critical evaluation of your experience (these will be included in the appendix section of the written report).

## Visionary Report

Due: Wednesday, Dec 11 at 1:00 am

Each group (3-4 people) will be required to select a visionary organization or individual on whom they will produce both a written and oral report. The goal is to increase our understanding of experience management by learning from the masters in the field and applying lessons learned in an experiential presentation. The report will include both a written and experiential component.

## Volunteer Experience Staging

Due: Thursday, Dec 12 at 11:59 pm

For this assignment you need to serve as a volunteer experience provider and write a one page reflection on the experience. Possible topics you could address include but are not limited to:

- What you learned from the experience
- What could have done better
- How you incorporated course content

The provided experience could be anything from a community event to a ward activity but you need to play a role in the planning and or implementation of the experience.

## Mid-Term

Due: Saturday, Oct 26 at 12:59 am

The mid-term will take place in the testing center.

## Final Exam

Due: Friday, Dec 20 at 10:00 pm

The final exam will take place in the testing center

## Student Evaluation Extra Credit

Due: Thursday, Dec 12 at 10:59 pm

## Schedule

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
W - Sep 04	<b>Introductions</b> <ul style="list-style-type: none"> <li>• Each Other</li> <li>• Course</li> <li>• What Big Question will we address?</li> <li>• Meaningful Experiences</li> </ul>		<b>Week 1 Reflection Opens</b>	
F - Sep 06			<b>Week 1 Reflection Closes</b>	

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
M - Sep 09	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>The Experience Economy</li> </ul>	<ul style="list-style-type: none"> <li>Pine &amp; Gilmore Chapter 1 - Welcome to the Experience Economy</li> </ul>		
W - Sep 11	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>Intentional Experiences</li> </ul>	<ul style="list-style-type: none"> <li>The Logic Model for Program Planning and Evaluation - Paul F. McCawley - Logic Model Reading.pdf Download</li> <li>Online Logic Model Tools (TBA)</li> </ul>	<b>Week 2 Reflection Opens</b>	<b>Case Study #1 (Before Class) Case Study #2 (In Class)</b>
F - Sep 13			<b>Week 2 Reflection Closes</b>	
M - Sep 16	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>Building Blocks of Experiences</li> </ul>	<ul style="list-style-type: none"> <li>Rossman Chapter 3 - Six Key Elements of a Situated Activity System</li> </ul>		
W - Sep 18	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>Key Concepts Defined</li> </ul>	<ul style="list-style-type: none"> <li>Rossman Chapter 1 - Basic Programming Concepts</li> </ul>	<b>Week 3 Reflection Opens</b>	
F - Sep 20			<b>Week 3 Reflection Closes</b>	
Sa - Sep 21				<b>Experience Analysis #1</b>
M - Sep 23	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>Experience Theories</li> </ul> <b>In-Class Staging</b>	<ul style="list-style-type: none"> <li>Rossman Chapter 2 - How Individuals Experience Leisure</li> </ul> <p><b>Plus read up on one of the following theories:</b></p> <ul style="list-style-type: none"> <li><b>Self-Determination Theory</b> - <a href="http://www.selfdeterminationtheory.org/theory">http://www.selfdeterminationtheory.org/theory</a></li> <li><b>Flow</b> - <a href="http://en.wikipedia.org/wiki/Flow_(psychology)">http://en.wikipedia.org/wiki/Flow_(psychology)</a></li> <li><b>Social Development Model</b> - <a href="http://ydi.tamu.edu/wp-content/uploads/YDI-RB-9-Social-Development-Model.pdf">http://ydi.tamu.edu/wp-content/uploads/YDI-RB-9-Social-Development-Model.pdf</a></li> <li><b>Self-Efficacy</b> - <a href="http://en.wikipedia.org/wiki/Self-efficacy">http://en.wikipedia.org/wiki/Self-efficacy</a></li> </ul>		

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
W - Sep 25	<b>Understanding Experiences</b> <ul style="list-style-type: none"> <li>Using Theories</li> </ul> <b>In-Class Staging</b>		Week 4 Reflection Opens	
F - Sep 27			Week 4 Reflection Closes	
Sa - Sep 28				Experience Analysis #2
M - Sep 30	<b>Experience Design</b> <ul style="list-style-type: none"> <li>Framing</li> </ul> <b>In-Class Staging</b>	<ul style="list-style-type: none"> <li>Rossman Chapters 11 - Program Design</li> </ul>		
W - Oct 02	<b>In-Class Staging</b> <b>Experience Design</b> <ul style="list-style-type: none"> <li>Location</li> </ul>	Event Planning Ch. 3 - Location, Location, Location (Course Reserve) <a href="#">HBLL Course Reserve Readings</a> Password: due420	Week 5 Reflection Opens	
F - Oct 04			Week 5 Reflection Closes	
Sa - Oct 05				Experience Analysis #3
M - Oct 07	<b>In-Class Staging</b> <b>Experience Design</b> <ul style="list-style-type: none"> <li>Understanding your Target Audience</li> </ul>	<ul style="list-style-type: none"> <li>Rossman Chapter 9 (pp. 163-180) - Obtaining Participant Input</li> </ul>		
W - Oct 09	<b>Experience Design</b> <ul style="list-style-type: none"> <li>Serving Diverse Populations</li> </ul> <b>In-Class Staging</b>	Watch one episode of the BYU TV series <i>Turning Point</i> . To select an episode go to: <a href="http://byutv.org/show/c95a6dd1-3fda-4401-aa8d-9f4e7340684b/turning-point">http://byutv.org/show/c95a6dd1-3fda-4401-aa8d-9f4e7340684b/turning-point</a> Almost all the episodes will be applicable but I would recommend selecting an episode that deals specifically with services provided for individuals with special needs.	Week 6 Reflection Opens	Experience Selection Report

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
F - Oct 11			Week 6 Reflection Closes	
M - Oct 14	<b>In-Class Staging</b> <b>Practitioner Perspective</b>			
W - Oct 16	<b>Experience Design</b> <ul style="list-style-type: none"> <li>• Mind your Themes and Cues</li> </ul> <b>In-Class Staging</b>	<ul style="list-style-type: none"> <li>• Pine &amp; Gilmore Ch. 3 - The Show Must Go On</li> </ul>	Week 7 Reflection Opens	
F - Oct 18			Week 7 Reflection Closes	
Sa - Oct 19				<b>Experience Consultation Report - Part I</b>
M - Oct 21	<b>Experience Design</b> <ul style="list-style-type: none"> <li>• Be Our Guest</li> </ul> <b>In-Class Staging</b>	<ul style="list-style-type: none"> <li>• Pine &amp; Gilmore pp. 109-156 (Chapters 4, 5, and Intermission Section)</li> </ul>		<ul style="list-style-type: none"> <li>• Deadline for the submission of visionary groups and selected visionaries.</li> </ul>
W - Oct 23	<b>In-Class Staging</b> <b>Test Review</b> <b>Mid Term is available in the Testing Center from 10/23-10/26</b>		Week 8 Reflection Opens	
F - Oct 25			Week 8 Reflection Closes	
Sa - Oct 26				
M - Oct 28	<b>Practitioner Perspective</b> <b>In-Class Staging</b>			
W - Oct 30	<b>Experience Design</b> <ul style="list-style-type: none"> <li>• Marketing Your Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Rossman Ch. 14 - Techniques for Program Promotion</li> </ul>	Week 9 Reflection Opens	

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
	<b>In-Class Staging</b>			
<b>F</b> - Nov 01			<b>Week 9 Reflection Closes</b>	
<b>Sa</b> - Nov 02				<b>Experience Consultation Report - Final</b>
<b>M</b> - Nov 04	<b>Experience Staging</b> <ul style="list-style-type: none"><li>• Staging</li></ul>			
<b>W</b> - Nov 06	<b>Experience Staging</b> <ul style="list-style-type: none"><li>• Logistics</li></ul>		<b>Week 10 Reflection Opens</b>	
<b>F</b> - Nov 08			<b>Week 10 Reflection Closes</b>	
<b>M</b> - Nov 11	<b>Practitioner Perspectives</b>			
<b>T</b> - Nov 12				
<b>W</b> - Nov 13	<b>Experience Staging</b> <ul style="list-style-type: none"><li>• Staffing</li></ul>		<b>Week 11 Reflection Opens</b>	
<b>F</b> - Nov 15			<b>Week 11 Reflection Closes</b>	
<b>M</b> - Nov 18	<b>Experience Evaluation</b> <ul style="list-style-type: none"><li>• Evaluating Experiences Using Logic Models</li></ul>	<ul style="list-style-type: none"><li>• Rossman Chapters 20 (pp. 395-417) - Program Evaluation Techniques</li></ul>		
<b>W</b> - Nov 20	<b>Experience Evaluation</b> <ul style="list-style-type: none"><li>• Evaluation Tips and Tricks</li></ul>		<b>Week 12 Reflection Opens</b>	
<b>F</b> - Nov 22			<b>Week 12 Reflection Closes</b>	

Date	Class Topics	Stuff to Do Before Class	Stuff to Do After Class	Due Dates
<b>M</b> - Nov 25	<b>Group Work Day</b> <ul style="list-style-type: none"> <li>Meet inside or outside of class</li> </ul>		<b>Week 13 Reflection Opens</b>	
<b>T</b> - Nov 26	<b>Friday Instruction</b>			
<b>W</b> - Nov 27	<b>No Classes</b>		<b>Week 13 Reflection Closes</b>	
<b>M</b> - Dec 02	<b>Visionary Experiences</b>			
<b>W</b> - Dec 04	<b>Visionary Experiences</b>			
<b>F</b> - Dec 06				
<b>M</b> - Dec 09	<b>Visionary Experiences</b>			<b>Visionary Experience</b>
<b>W</b> - Dec 11	Class Synthesis  <b>Final Exam is available in the Testing Center</b>		<b>Week 14 Reflection Opens</b>	<b>Visionary Report</b>
<b>Th</b> - Dec 12			<b>Week 14 Reflection Closes</b>	
<b>F</b> - Dec 13				
<b>F</b> - Dec 20				

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010