

Course Information

Description

The purpose of this course is to help graduate students become more effective leaders and to better understand the demands of leadership and organizational governance. This course examined the knowledge, values, skills, and behaviors associated with higher-level leadership and administrative roles in social service organizations, both public and private. Students will learn the basic rudiments of executive positions and roles, as well as a range of skills in decision making and facilitation, organizational governance, and relationships with co-workers. Gender, age, culture, ethnicity, sexual orientation, and disability will be examined as critical intervening variables affecting both the individual and organizational behavior. Integration of professional and personal roles and executive wellness will also be examined. This course addresses strategies for organizational development through a better understanding of one's self, with special reference to agency/organization change and the role and impact of key executives in this process. Students should leave this course with a specific set of personal, interpersonal, and group leadership skills grounded in social and behavioral science theory and research that are essential for a successful career in advanced social work practice.

Learning Outcomes

CSWE Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

Advanced:

e. communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

CSWE Educational Policy 2.1.4

Engage diversity and difference in practice.

Advanced:

a. research and apply knowledge of diverse populations to enhance client well-being.

CSWE Educational Policy 2.1.5

Advance human rights and social and economic justice.

Advanced:

a. use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

b. advocate at multiple levels for mental health issues.

CSWE Educational Policy 2.1.8

Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

(Core Competency #8)

Foundation:

a. analyze, formulate, and advocate for policies that advance social well-being

Advanced:

a. communicate to stake holders the implication of policies and policy change in the lives of clients.

b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being.

c. advocate with and inform administrators and legislators to influence policies that impact clients and service

CSWE Educational Policy 2.1.9

Respond to contexts that shape practice.

(Core Competency #9)

Foundation:

b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Advanced:

c. work collaboratively with others to effect systemic change that is sustainable.

CSWE Educational Policy 2.1.10a - Engagement

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Advanced:

a. develop a culturally responsive therapeutic relationship.

c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

CSWE Educational Policy 2.1.10c - Intervention

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Foundation:

a. initiate actions to achieve organizational goals

Advanced:

c. collaborate with other professionals to coordinate treatment interventions.

CSWE Educational Policy 2.1.3

Apply critical thinking to inform and communicate professional judgments.

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Materials

Item	Price (new)	Price (used)
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Attendance Policy

Attendance and active participation in all class sessions are critical for the learning process. As a result, you will be allowed one absence and/or two tardies (one minute after the class starts).

Thereafter, a point will be deducted from your final grade for each tardy or absence.

The School of Social Work will bring in guest speakers with expertise in a particular area of leadership that is covered in class. This semester students will be expected to attend the Marjorie Pay Hinckley Lecture on Thursday, February 21st at 7pm. This lecture will not occur during normal class time so you will need to make arrangements in your schedule to attend. If you do not attend the lecture, it will be counted just like an absence would in class.

In this course, you will learn through listening, reading, class discussion, presentation, and writing.

Weekly readings are outlined in this syllabus. I expect that students will complete all readings and come to class ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about leadership and organizational governance as well as

provoke your own critical thinking on the various topics covered. At the end of the semester, you will submit an accounting of the readings you have done. Full credit will be given only if all the readings have been done prior to the time they are covered in class (e.g., Attendance (5%) and readings (5%) and will account for 10% of the final grade).

Grading Scale

Grades	Percent
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A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Classroom Procedures

This three-hour course will be held once a week (Thursdays) and will consist of lecture, group discussions, work in dyads and small groups, role plays, videos, case examples, and multimedia presentations. Guest lectures will also be utilized to add insights to course objectives and learning outcomes.

Program Outcomes

Each program at BYU has developed a set of expected student learning outcomes. For the School of Social Work these include the 10 Core Competencies (Educational Policies 2.1.1 - 2.1.10) required by the Council on Social Work Education (CSWE) as well as the four aims of a BYU Education. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the program go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the School of Social Work. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu

Instructor/TA Info

Instructor Information

Name: Gordon Limb

Office Location: 2190A JFSB

Office Phone: 801-422-6649

Email: gordon_limb@byu.edu

Schedule

Date	Topics	Readings	Assignments
Week 1			
Th Jan 07 Thursday	Introduction and Overview of Leadership Concepts and Relationship to Management	(choose 2) -Lawler, J. (2005). Leadership in social work: A case of caveat	None

	<p>Learning Outcomes covered: Educational Policy 2.1.3</p>	<p>emptor? British Journal of Social Work, 37(1), 123-141.</p> <p>-Kotter, J. P. (1990). What leaders really do. Harvard Business Review, 68(3), 103-111.</p> <p>-Rank, M. G., & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. Journal of Social Work Education, 36(3), 487-502.</p>	
Week 2			
Th Jan 14 Thursday	<p>Leadership and Self Awareness</p> <p>Learning Outcomes covered: Educational Policy 2.1.3 and 2.1.4</p>	<p>NO CLASS- DR LIMB WILL BE AT SSWR</p> <p>-George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. Harvard Business Review, 85(2), 129-138.</p> <p>-Drucker, P. F. (2005). Managing oneself. Harvard Business Review, 83(1), 100-109.</p>	None
Week 3			
Th Jan 21 Thursday	<p>Leadership Types, Characteristics, and Competencies</p> <p>Learning Outcomes covered: Educational Policy 2.1.9</p>	<p>(Choose 2)</p> <p>-Goleman, D. (1998). What makes a leader? Harvard Business Review, 76(6), 93-102.</p> <p>-Carroll, A. B. (2005). Servant leadership: An ideal for nonprofit organizations. Nonprofit World, 23(3), 18-20.</p>	<p>Quiz- This will cover last week's and this week's readings</p> <p>Guest speaker: TBD</p>

		-Tannenbaum, R., & Schmidt, W. H. (1973). How to choose a leadership pattern. Harvard Business Review, May-June, 162-180.	
Week 4			
Th Jan 28 Thursday	<p>The Ethics of Leadership: Power and Influence</p> <p>Learning Outcomes covered: Educational Policy 2.1.5 and 2.1.8</p>	<p>-Kotter, J. P. (2007). Leading change: Why transformation efforts fail. Harvard Business Review, 85(1), 96-103.</p> <p>-Gentile, M. C. (2010). Keeping your colleagues honest. Harvard Business Review, 88(3), 114-117.</p>	<p>Quiz</p> <p>Guest Speaker:</p>
Week 5			
Th Feb 04 Thursday	<p>Leading and Motivating</p> <p>Learning Outcomes covered: Educational Policy 2.1.10(a)</p>	<p>-Cooper, R. (2000). A new neuroscience of leadership: Bringing out more of the best in people. Strategy & Leadership, 28(6), 11-15.</p> <p>-Grenny, J., Maxfield, D., & Shimberg, A. (2008). How to 10X your influence. (on Learning Suite)</p>	<p>Quiz</p> <p>For next week's assignment (2/12/15) you will identify an influence area at your internship, find someone who does it well, find out why they do it well and report back. This will take the place of question #1 for the quiz.</p> <p>Guest Speaker: Greg Danklef, BYU HR Professional Development Director</p> <p>-Influencer training</p>
Week 6			
Th Feb 11 Thursday	<p>Empowerment, Coaching, Delegating</p> <p>Learning Outcomes covered: Educational Policy 2.1.10(a) and 2.1.10(c)</p>	<p>(Choose 2)</p> <p>-Gabarro, J. J., & Kotter, J. P. (2005). Managing your boss. Harvard Business Review, 83(1), 92-99.</p>	<p>Quiz</p> <p>Guest Speaker: Kevin Raff, VA</p>

		<p>-5 Dysfunctions of a Team (on Learning Suite)</p> <p>-Goleman, D. (2000). Leadership that gets results. Harvard Business Review, 78(2), 78-90.</p>	
Week 7			
Th Feb 18 Thursday	<p>Communication, Participative Leadership and Group Decision Making</p> <p>Learning Outcomes covered: Educational Policy 2.1.5 and 2.1.8</p>	<p>-Groysberg, B., & Slind, M. (2012). Leadership is a conversation. Harvard Business Review, 90(6), 76-84.</p> <p>-The Bereavement Counselor (on Learning Suite)</p>	<p>Quiz</p> <p>Guest speaker: Bart Crockett, US Synthetic</p>
Week 8			
Th Feb 25 Thursday	<p>Team Building and High Performance Teams</p> <p>Learning Outcomes covered: Educational Policy 2.1.9</p> <p>Book/Movie Review</p>	<p>Collins, J. (2005). Good to great and the social sector. New York: Harpercollins.</p> <p>[Available at the Social Work Office for checkout]</p>	<p>Quiz</p> <p>Book/Movie Review write-up due</p> <p>Guest Speaker: Marcie Remington, State Prison</p> <p>Guest Speaker: Joy O'Banion</p>
Week 9			
Th Mar 03 Thursday	<p>Leadership in an LDS context</p> <p>Learning Outcomes covered: Educational Policy 2.1.4</p>	<p>(Choose 2)</p> <p>-Sheri Dew (2005) "Leadership in the Last Days" video (on Learning Suite)</p> <p>-Spencer W. Kimball (1979) "Jesus: The Perfect Leader" (on Learning Suite)</p> <p>-McConkie, M. L., & Boss, R. W. (2005). I teach them correct</p>	<p>Quiz</p> <p>Guest Speaker: MiLinda Hudnall</p>

		principles and they govern themselves: The leadership genius of the Mormon prophet. International Journal of Public Administration, 28(5-6), 437-463.	
Week 10			
Th Mar 10 Thursday	<p>Leadership, Culture and Diversity</p> <p>Learning Outcomes covered: Educational Policy 2.1.4 and 2.1.5</p>	<p>(Choose 2)</p> <p>-Stotzer, R. L., & Tropman, J. E. (2006). Professionalizing social work at the national level: Women social work leaders, 1910-1982. Affilia: Journal of Women and Social Work, 21(1), 9-27.</p> <p>-McCoy, B. H. (1997). The parable of the Sadhu. Harvard Business Review, 75(3), 54-64.</p> <p>-Alison Davis-Blake (2012) "Building your positive business career." (on Learning Suite)</p>	<p>Quiz</p> <p>Guest Speaker: Nancy Badore</p>
Week 11			
Th Mar 17 Thursday	<p>Developing Human Resources: Budgets, Hiring, Training, and Performance Evaluation</p> <p>Learning Outcomes covered: Educational Policy 2.1.10(c)</p>	<p>-Golensky, M. (2011). Strategic leadership and management in nonprofit organizations: Theory and practice (pp. 186-202, 245-260). Chicago: Lyceum.</p> <p>-Kaplan, R. S., & Norton, D. R. (2005). The balanced scorecard: Measures that drive performance. Harvard Business Review,</p>	<p>Quiz</p> <p>Guest Speaker: TBA Rappelling</p>

		83(7/8), 172-180.	
Week 12			
Th Mar 24 Thursday	<p>Leadership Self Assessment and Analysis</p> <p>The Causes of Conflict: Managing and Resolving Conflict</p> <p>Learning Outcomes covered: Educational Policy 2.1.4</p>	<p>-Brody, R. (1993). Communication and conflict. In R. Brody, Effectively managing human service organizations (2nd ed., pp. 122-138). Thousand Oaks, CA: Sage Publications.</p> <p>-Webinar, Crucial Confrontations with Joseph Grenny (link on Learning Suite)</p>	<p>-Quiz</p> <p>-Leadership Self-Assessment and Analysis write-up due</p> <p>Guest Speaker: Greg Danklef, Crucial Conversations</p>
Week 13			
Th Mar 31 Thursday	<p>Advanced Leadership Skills: Stress, Burnout, Time Management</p> <p>Learning Outcomes covered: Educational Policy 2.1.9 and 2.1.10(c)</p> <p>Interview of Executive Director</p>	<p>-Oncken, W., Wass, D., & Covey, S. R. (1999). Management time: Who's got the monkey? Harvard Business Review, 77(6), 178-186.</p> <p>-Christensen, C. (2010). How will you measure your life? Harvard Business Review, 88(7/8), 46-51.</p>	<p>-Interview of a Social Service Executive Director write-up due</p>
Week 14			
Th Apr 07 Thursday	<p>Advanced Leadership Skills (cont):</p> <p>Attendance and Participation Quiz</p>	<p>-Groysberg, B., & Abrahams, R. (2010). Managing yourself: Five ways to bungle a job change. Harvard Business Review, 88(1), 137-140.</p>	<p>Final Quiz</p>

Assignments

Assignment Description

Book/Movie Review

Feb
25

Due: Thursday, Feb 25 at 8:00 am

Over the course of the semester you will choose two books to read and two movies to watch (four total) related to leadership or other elements covered in the class (an approved list of books and movies will be provided). After you have completed the books and/or movies you will write up a short (no more than two pages) summary on each including: 1) the name of the books and/or movies, 2) why you chose the books or movies, 3) the main concepts of leadership discussed within each book or movie and how they apply to social work practice. Therefore, you should include four separate sections (each covering the book or movie described). Grading on these will be pass/fail. If you do it you get all the points, if not, you will receive zero points. This assignment will account for 10% of the final grade.

Completion of this assignment will fulfill the following Learning Outcomes: Educational Policy 2.1.4 (Advanced Practice a), Educational Policy 2.1.5 (Advanced Practice a and b), Educational Policy 2.1.8 (Foundation b and Advanced Practice a, b, and c), and Educational Policy 2.1.10(a) (Advanced Practice a and c).

Leadership Self Assessment and Analysis

Mar
24

Due: Thursday, Mar 24 at 8:00 am

Objective:

- 1) To apply and adapt information about leadership (e.g., knowledge, skills, behavior, competencies) to one's own identified leadership style.
- 2) To synthesize knowledge and skills from the course with leadership self-awareness.
- 3) To identify an opportunity to align knowledge, skills, and self-awareness with an organizational or community need for leadership.

Requirements:

This assignment is intended to be a reflection paper wherein students apply what they have learned in and out of class to a plan or vision for how they might offer leadership in an organization, agency or community. It will be comprised of three sections:

1) Personal Leadership Style:

How would you characterize your own leadership style? What do you judge to be your areas of strength and weakness regarding leadership competencies and characteristics discussed in the course? What do you want to improve or strengthen?

2) Synthesis:

Based on what you have learned in this course as comprising the skills needed to lead an agency/organization by effectively responding to the various challenges it faces, what skills/challenges do you feel you are best able to apply/confront in your future work? Based on this assessment, what role within an agency/organization do you feel is ideal? (e.g., executive director, program director, supervisor, program manager, etc.). Note: you will not lose points for not selecting executive director

3) Alignment:

Based on your personal leadership style and the skills/challenges you feel you are best able to apply/confront, describe the type of social service agency/organization (size, mission, scope, location, life stage, target population, etc.) with which you feel you are optimally aligned. You can name and describe a specific organization or just describe the characteristics of an unspecified one (though this should bear resemblance to real world agencies/organizations). To fulfill this part of the assignment, you must consult with one individual to give you feedback to help identify this alignment. This can be a former/current supervisor, colleague, or a faculty member (not the instructor). You must explain how you sought this individual's counsel by describing the perspective you feel that they offer that best helps you assess your strength, weaknesses, and alignment.

The paper will account for 20% of the final grade. The following format should be followed: APA, roughly five to six pages in length, typewritten, double-spaced, 12 font size, with 1-inch margins (include a title page). Please use at least three different references of professional literature as you write this assignment. Please proofread your paper after you finish writing it and before you submit it. One point will be deducted from your final paper grade for every typo or grammatical error after three.

Completion of this assignment will fulfill the following Learning Outcomes: Educational Policy 2.1.3 (Advanced Practice e), Educational Policy 2.1.9 (Foundation b and Advanced Practice c), and Educational Policy 2.1.10(c) (Foundation a and Advanced Practice c).

Interview of Executive Director

Mar
31

Due: Thursday, Mar 31 at 8:00 am

Objective:

- 1) To describe the range of skills and characteristics that an executive director must possess to successfully respond to organizational challenges and lead a social service agency/organization.
- 2) To understand the circumstances of and motivation for holding an executive director position within a social service agency/organization.

Requirements:

Choose an executive director of a social service agency/organization to interview. To prevent overwhelming any specific executive director, please get clearance from the instructor prior to contacting the executive director if you are doing someone local.

After you receive the instructor's approval, you may contact the executive director to request an appointment for the interview. Explain the reason for the appointment. If you conduct an interview in person, be sure to dress appropriately and be punctual. Please follow up the interview with a thank you note to the director for taking the time to meet with you.

The following are the interview questions to ask:

- 1) What led the individual to this particular job? How long has he/she had this job and what were his/her previous positions?
- 2) What were the things he/she was best at and least prepared to do upon assuming this position?
- 3) Were there any surprises that confronted him/her upon beginning the job such as issues or problems that he/she was not made aware of during the interview process? What were the best features/elements of the hiring process?
- 4) What are the biggest challenges currently confronting the executive director? How does he/she respond? What is his/her own identified leadership style?
- 5) What is a typical work week like in terms of how he/she spends time?
- 6) What aspects of the job does he/she find most rewarding? Most challenging?
- 7) When he/she looks back over his/her career, what is likely to be the most satisfying?
- 8) What can I do (as a MSW student) now to better prepare myself for leadership roles?

Based on the responses to these questions, write a paper that 1) profiles the individual whom you interviewed and his/her agency/organization, 2) analyzes and synthesizes responses to the above questions and how they relate to various leadership competencies and characteristics from class readings and discussion (remember to infuse your thoughts and reactions to the responses in this section), 3) summarizes your personal reflections concerning a career in social science leadership (e.g., suspicions confirmed or denied, alignment of your values, characteristics and skills with various leaders).

The paper will account for 20% of the final grade. The following format should be followed: APA, roughly five to six pages in length, typewritten, double-spaced, 12 font size, with 1-inch margins (include a title page). Please use at least three different references of professional literature as you write this assignment. Please proofread your paper after you finish writing it and before you submit it. One point will be deducted from your final paper grade for every typo or grammatical error after three. Completion of this assignment will fulfill the following Learning Outcomes: Educational Policy 2.1.4 (Advanced Practice a), Educational Policy 2.1.5 (Advanced Practice a and b), Educational Policy 2.1.8 (Advanced Practice a and b), and Educational Policy 2.1.10(a) (Advanced Practice a and c).

Attendance and Participation

Apr
07

Due: Thursday, Apr 07 at 8:00 am

Attendance and active participation in all class sessions are critical for the learning process. As a result, you will be allowed one absence and two tardies. Thereafter, one point will be deducted from your final grade for each additional absence.

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Quiz

Apr
07

Due: Thursday, Apr 07 at 8:00 am

(Weekly)

Beginning in Week 3, students will be given a short answer quiz at the start of class. The quiz will include 2-4 questions and cover the required readings for the week. There will be a total of 10 quizzes administered throughout the semester. Eleven quizzes will count toward your final grade. Please be aware that should you be tardy or absent you will not be allowed to make-up the missed quiz. Further, if you are late, the questions will not be repeated.

Question #1 is the same for each weekly quiz, "How does this reading apply to social work practice?" Where there are more than one required readings for a given week, you will give a brief response for each required reading. Your response should evidence that you completed the required reading(s). Quizzes will account for 20% of the final grade.

A final quiz will occur on the last day of class and will cover the content of lectures, readings, and discussions throughout the semester. A study guide will be distributed prior to the final quiz. The final quiz will account for 20% of the final grade.

Completion of the weekly quizzes and final quiz will fulfill all of the Learning Outcomes.

Point Breakdown

Categories	Percent of Grade
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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 every instructor's 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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<https://titleix.byu.edu/report-concern>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

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.

Student Assessment

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.