



EDIL - 860
Group Methods and
Processes
Fall 2017

Course Delivery Method: Cedar Bluff – Doctoral Cohort
Course Section: EDIL - 860
Meeting Time and Place: Saturday, 12:00 – 6:30 (Aug 12, Sept 9, Oct 14, Nov 11 and Dec 2)
Course Credit Hours: 3

FACULTY CONTACT INFORMATION:

Contact Information: Dr. Julia Kirk

Office Hours Friday 2:00 – 5:00 or by appointment
Email julia.kirk@lmunet.edu
Cell phone 865.399.1935

I. COURSE DESCRIPTION: This course focuses on communication skills for upper level education leaders. Candidates will explore the areas of: group dynamics; communication within groups; controversy and creativity; managing conflict; group goals; social interdependence; trust; power, decision-making; diversity and team development. Candidates will apply course concepts through a critical examination of their own behaviors as observed during teamwork, case study analyses, activities and exercises.

II. COURSE OBJECTIVES:

Unit (School of Education) Standards

A listing of the standards for LMU's School of Education can be found on its website.

Learning Outcomes: (Evidence of Learning and Proficiency)

The candidates will:

- a. Provide an overview of the concepts of group dynamics, goals, social interdependence and trust.
- b. Describe the process required to build effective group goals and group trust.

- c. Use experiential learning activities to discover important truths about learning.
- d. Study the developmental stage theories of groups.
- e. Analyze the characteristics of an effective group.
- f. Explore the issues of leadership and power within groups.
- g. Summarize the process of effective decision-making.
- h. Identify effective communication strategies for different group compositions.
- i. Describe the processes of controversy and creativity as each relates to group function.
- j. Explain the value inherent within diverse group membership.
- k. Summarize the nature of cooperative learning.
- l. Discuss methodologies for deploying effective team development programs and relate how the concept of total quality management factors into team training.
- m. Demonstrate understanding of ethical and legal considerations related to group work.
- n. Become more conscious of his / her personal growth through participation as a group member.

III. TEXTS/MATERIALS FOR THE COURSE:

Johnson, D.W. & Johnson, F.P. (2012). Joining Together – Group Therapy and Group Skills (11th ed.). Boston: Pearson Education, LLC.

Joining Together introduces readers to the theory and research needed to understand how to make groups effective and, through exercises and thorough explanations, equips them with the skills required to apply that knowledge to practical situations.

Chapters discuss the history of groups and group dynamics, the nature of experiential learning, group goals, communication within groups, leadership, power, decision-making, controversy and creativity, and conflict management. More applied chapters focus on valuing diversity, cooperative learning, leading counseling groups, and team development and training.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

Attendance Policy:

At the graduate level, direct interaction with the course instructor and with other candidates is integral to each candidate's ability to acquire, integrate, and obtain a better context for, the knowledge and skills that the course is designed to deliver. Therefore, each candidate is expected to attend each class and to interact with the instructor and other candidates as appropriate during, as well as outside of, class hours throughout the term. As we only meet five times per semester, each class constitutes 20% of your attendance and is critical to your successful completion of the requirements. Candidates should immediately "block off" teaching weekends in their calendars and, on the first day

of class or before, inform the instructor if s/he has an unavoidable conflict. If, in such instances, you are unable to attend a regular class session due to circumstances beyond your control, your instructor may ask you to meet outside scheduled class hours, to ascertain the extent to which you have met your obligations as if you would have attended the missed class and to make up for absence as your instructors deems appropriate. Candidates are also highly encouraged to collaborate with each other to ensure they are covered in the event of an absence. Candidates who miss any part of one class will not be eligible to receive full credit for class participation; candidates who miss any part of two or more classes will need to repeat the course. Finally, candidates must attend the final class weekend to receive a passing grade.

Learning Outcomes:

EPP Shared Values and Beliefs

“Preparing professional educators of distinction to make a positive impact on this generation and the next” guides the initial and advanced programs’ content, delivery, focus, and emphases for the preparation of professional educators to improve learning and challenge all P-12 students. The EPP Shared Values and Beliefs are aligned to the EPP’s three themes of Values, Education, and Service. Candidates hold and demonstrate the following educator characteristics:

1. To fulfill the EPP’s shared VALUES, candidates possess the following educator characteristics:
 - a. Leadership practices of Abraham Lincoln
 - b. Capacity to respect and appreciate individual rights and group differences.
 - c. Ethical practices and professional responsibility
 - d. Ability to embrace changes to improve student learning and advance the profession
 - e. Spirit of collaboration with other educators, student families and caretakers, and community stakeholders
2. To fulfill the EPP’s shared value of EDUCATION, candidates perform the following educator attributes:
 - a. Commit to equitable and effective teaching and instruction for all students
 - b. Engage in and applies research to professional practices
 - c. Demonstrate in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
 - d. Think creatively and critically
 - e. Gather data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practice
 - f. Use technology to work effectively with stakeholders and to support student learning
3. To fulfill the EPP’s shared value of SERVICE, candidates demonstrate the following educator commitments:
 - a. A belief in and demonstration of servant-leadership

- b. An understanding of education as service in the local and global community
- c. A desire to serve the needs of local and global community, especially the underserved.

Requirements/Assignments

Each student must have a laptop/tablet with him or her during each class session.

- I. Group Process Evaluation.** Using the movie “**Twelve Angry Men**” (<https://www.youtube.com/watch?v=ahzs2Aq3U1E>) (<https://www.youtube.com/watch?v=nfAbTyAcgpE>) or a **number of visits to a school / community group**, candidates will observe and analyze group processes. At the conclusion of the observation process, candidates will prepare a paper addressing the following (as well as any other areas deserving attention) as each was evidenced within the movie or group:
- a. **Type of Group** (Chapter 1). What type of group did you observe? What are the group’s goals?
 - b. **Roles** (Chapter 1). What individual roles were assumed by group members?
 - c. **Group Norms** (Chapters 1 and 6). What norms were established within the group?
 - d. **Leadership** (Chapter 5). What type(s) of leadership were exerted within group process? Who were the group leader(s)? Did the leader(s) exhibit the five steps of effective leadership as presented in our book?
 - e. **Communication processes** (Chapter 4). Were there any physical influences on communication? Any effects of cooperation and competition on communication?
 - f. **Distribution of Power** (Chapter 6). What type(s) of power were exhibited (six types in our book)? Did some members of the group exert a low level of power? Please explain.
 - g. **Decision-making process** (Chapter 7). Did any members of the group hinder the effectiveness of the decision-making process? Was there evidence of polarization within the decision-making process? What method(s) of decision-making were used? (our book describes five methodologies)
 - h. **Constructive Controversy** (Chapter 8). Did the group evidence any episodes of constructive controversy? Please cite examples.
 - i. **Conflict Management** (Chapters, 1, 7, 9). How was conflict managed? Provide some concrete examples.
 - j. **Trust** (Chapter 3). Was trust evident within the group and, if so, between which members? Was this trust always warranted?
 - k. **Accountability / Personal Responsibility** (Chapter 3). Did group members exhibit personal responsibility and, if so, how?
 - l. **Social Skills** (Chapter 8). Did a lack of social skills on the part of any group member inhibit group process and, if so, how?
 - m. **Groupthink** (Chapter 7). Was groupthink evident in group decision-making processes? Provide an example of how groupthink positively or negatively

- impacted an outcome.
- n. **Boundaries** (Chapter 11). Were any physical or non-physical boundaries present that inhibited group process? Could these boundaries have been removed?
 - o. **Group Development**. (Chapter 1). (Movie) In the movie, the group moved through all of seven stages of group development – please provide examples of a couple of these. (Live Group) Determine in which stage the group currently resides and state your evidence for this position.
 - p. **Effective Group** (Chapter 1). Using the seven guidelines for effective groups found in chapter one of our book, was the group you observed effective?
 - q. **Creativity** (Chapter 8). Was creativity fostered and used within group process? Which group member evidenced the most creativity?
 - r. **Negotiation** (Chapter 9). Was the process of negotiation used to win points during the group’s discussions? What was negotiated?
 - s. **Diversity** (Chapter 10). Describe any elements of diversity that were found within the group you observed. Was this diversity constructive or destructive to the group process?

Evidence should be provided for the candidate’s analyses (i.e., strategies and techniques; interactions; observations; member’s actions; behaviors; etc.). Please include additional comments for the nineteen areas as you feel appropriate, notable and illuminating. The candidate’s responses can be presented in whatever format he or she feels best accommodates the type and nature of his or her data. The paper will be posted to ViaLiveText prior to the deadline.

II. Structured Group Activities. Candidates will be responsible for reviewing, selecting, and facilitating the structured exercises that are aligned to each chapter. The challenges inherent within this process are as follows: (a) some of the exercises require more participants than are available in our class so, if used, will need to be adapted; and (b) selected exercises will need to be managed against available time. Exercises selected for a given chapter should provide coverage, to the extent possible, for all key concepts presented in the chapter. Candidates will be assessed on their ability to:

- a. facilitate group process – introduce the exercise, form requisite groupings, engage participants in the activity and conduct a de-briefing / reflection on the exercise;
- b. select activities that provide coverage for as many key chapter concepts as possible;
- c. manage available time to accommodate selected activities (as some of the activities require two hours, each candidate will need to carefully assess his or her plan); and
- d. create excitement, enthusiasm, and unexpected surprises to inspire group participation.

Candidates will submit to the professor, in advance of the session for which they hold

responsibility, a simple work plan denoting the structured activities that will be scheduled. For additional information on how to lead these activities, please see pages 63 and 64 in the textbook for the fourteen guidelines designed to provide support for group facilitators.

- III. **Journal/ Online Discussion.** Candidates will maintain a journal that collects observations, new learning, anecdotes, unique experiences, personal skill development, peer interactions, reflections on group process and other types of discussion as evolve from each class session. The format for entries is to be determined by the candidate as each determines the most workable strategy for him / her, however, the “What? So what? Now what?” model may be of value for this exercise. (Available on the Internet.) There are five (5) class sessions; therefore, a complete journal will contain five reflections on the aforementioned areas of record. This exercise is designed to help each candidate process, internalize and transfer knowledge imparted in class for his or her own personal skill development. Subsequently, journals will be evaluated only on the extent to which each adequately reflects upon each class session.
- IV. **Critical Analysis.** Candidates will read and analyze an article related to topics in the course using the Critical Analysis Template newly formed in the writing Sequential Core. Case studies should be examples of group interactions that resulted in meeting/exceeding expectations OR ended in complete failure. These examples can be historical events or can be examples from business or education. Case study analyses are important components of learning as they require students to use theoretical knowledge and research in a real world setting. Candidates must apply knowledge learned in the course as well as include related professional and personal experiences to scenarios. They must discern critical information and examine the problem situation from various perspectives in order to determine a desired outcome.
- The analysis that gives the reader a clear understanding of the study and the conclusions will be presented in a written narrative in APA format, with a bibliography. The case study analyses will be presented to the class at the final meeting; thirty (30) minutes will be allocated for each presentation. The written narrative will be submitted to ViaLiveText prior to the deadline.

Grading Policy

Each candidate will be required to evaluate the project(s) and paper(s) that his/her colleagues develop for the class. The ratings given by one’s peers will be considered with the ratings that the instructor gives in order to derive the final course grade for each student. The instructor will use a subset of scoring rubrics that have been adopted by LMU as a means to assign a value/rating to each project and paper. These rubrics are consistent with all candidates’ first term courses in the doctoral program at LMU and are intended to serve as a competency-based growth model within the program. Rubrics are available for students to view on ViaLiveText.

Candidates will submit their written work to the instructor via LMU email

(Julia.kirk@lmunet.edu) for analysis and evaluation. Submissions must be in the form of document files (preferably in Microsoft Word format (e.g., .doc or .docx files) attached to the message. The instructor encourages candidates to submit drafts of their work to her well before the due dates to obtain feedback (preliminary evaluation, editing suggestions, and comments). **Feedback will be provided on written work one time prior to the due date. Candidates must turn their draft in for feedback at least one week prior to the due date for feedback to be received by the candidate in time for the submission.**

Projects that are presented to the class are graded on a rubric as well, though physical submission of these items is not required. The purpose of presentations to the class is to serve as a constructivist model of knowledge acquisition. Candidates unwilling to present or candidates clearly unprepared for presentations cannot receive an overall A for the course. Candidates will be notified immediately following the date of presentation if this is the case.

Formative assessments and discussion are a major component of this course. Assessments will be used to drive instruction within the course and are not necessarily a formal grade. Candidates are expected to fully participate in discussion and formative assessments at all times. Candidates who do not regularly participate in course discussion and assessment cannot receive an overall A in the course. The instructor will work to bring all candidates into discussion, however, if this does occur, candidate will be notified immediately following class session where the candidate failed to actively participate in the discussion.

Assessment	Standards and Rubrics	Due
Group Process Evaluation	Rubric: AACU Critical Thinking	12/1
Structured Group Activities Facilitation	Rubric: AACU Oral Communications	12/1
Journal/ Discussion		12/1
Journal Entries (5)		
Responses (2/class)		
Critical Analysis	Rubric: AACU Written Communications	10/14

V. METHODS OF INSTRUCTION:

The professor will rely heavily on presentations, group discussions, and individual and teams working to generate, organize, present, and discuss knowledge. The professor’s role is to facilitate students’ learning by providing resources, challenging assumptions, reinforcing and helping to build knowledge, concepts, and skills pertaining to how leadership operates in a changing technological and cultural environment. The course will include presentations of the foundations of theory and practice associated with persons who assume leadership roles.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Students will need to be able to access the Internet in order to communicate with each other and the professor throughout the course. The professor expects each student to be proficient in the following applications: Word processing, E-mail, Instant Messaging software and screen-sharing software (e.g., Google Hangouts, Skype, or OOVOO, Skype, or WebEx). Students must have virus and malware detection software that is up to date and active on their computers at all times.

Students should be familiar with, and know how to access, on-line libraries, content repositories, instructional resources, and on-line (cloud) storage and retrieval sites. Students may also want to familiarize themselves with collaboration software sites such as Google Docs, Windows Live, or Zoho.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in the Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu/library) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; Mental Measurements Yearbook which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. UNIVERSITY POLICIES:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academics/academic-support> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook:
LMU's website: <http://www.lmunet.edu/student-life/handbooks>.

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT : No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University's Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced any form of discrimination or harassment and would like report information, please contact:

Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6586. You may make a report online at <http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL>. The Title IX Coordinator/Institutional Compliance Officer's office is located at President's House and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement

level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

LMU'S INCLEMENT WEATHER POLICY can be found at the following link to LMU's website: <http://www.lmunet.edu/student-life/weather-cancellation-notification>. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: <http://www.lmunet.edu/about-lmu/heritage-mission>.

DEPARTMENT OR PROGRAM MISSION STATEMENT:

School of Education Unit Mission Statement.

The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

Program Mission Statement.

The mission of the Doctor of Education is to facilitate the development of investigative, individual, interpersonal, and innovative skills needed for leaders to address emerging issues in organizational settings. This is accomplished through academic experiences which challenge professionals to transform the institutions and communities they serve by advancing ethics, change, and social justice through the decision sciences.

Program Outcomes.

- I. Research** - To provide a program that attracts high quality candidates and faculty and has achieved recognition and positioning amongst those institutions and communities that others acknowledge as leaders in conducting basic and applied research in education.
 - II. Teaching / Leadership** - To offer our students life-changing and meaningful educational experiences that help them develop insights and skills and nourish their passion for “doing education well” through effective instructional practices and a well-articulated and aligned curriculum.
 - III. Service, Dispositions, Values** - To provide a program in which its faculty and candidates can engage in action research projects, consulting, and field experiences targeted to serve local education agencies, communities, businesses, not-for-profit centers, and other such entities.
- IX. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

**TENTATIVE CLASS SCHEDULE
(AUGUST 12; SEPTEMBER 9; OCTOBER 14; NOVEMBER 11; DECEMBER 2)**

As this course is likely to function in a directed study manner as opposed to face-to-face meetings, due to enrollment, the class schedule will be determined at the first meeting on Saturday, August 12th and will follow previously taught EDIL-860 course structure, but in an online, directed study fashion. The schedule will be a joint conversation and decision between instructor and candidates based on their needs and availability of viewing different types of groups. Essential elements of the course and content will not change, however, due to the directed study nature.

X. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2017:

Last Day to Add Classes	August 23
Last Day to Drop Course without “WD”	September 12
Mid-Terms	October 9-13
Last Day to Drop Course without “F”	October 20
Thanksgiving Holiday (no classes)	November 22-24
Last Day of Classes	December 1
Final Exams	December 4-8
Commencement	December 9

- XI. Student Community Engagement:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <http://www.lmunet.edu/student-life/student-service-initiative> or contact the Associate Dean of Students, Elise Syoen, at Elise.Syoen@LMU.net.

XII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.