I. Course Description

This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

II. Rationale

In a global society the complexity of issues is beyond the capacity of any one entity to address them singularly. The impact of these issues can reach the level of the students or organizational stakeholders to the point that an unstable culture exists within the organization. Current economic and political influences dictate that leaders and service providers develop effective means of collaboration and capacity building in a way that leads to success and participation by all stakeholders. Community based collaborations and community serving organizations must have leaders with the capacity to lead stakeholders that are capable of holding governmental authority accountable, while advancing the organization's diverse interests and developing grounds for constructive political agreement.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Identify an area of concern for a collaborative project.
- Describe the context for a collaborative partnership.
- Generate a process for a collaborative agreement.
- Plan a framework for developing a collaborative project.
- Create an action plan to implement a collaborative project.
- Compile a process for a collaborative community project.
VI. Course Topics

- **Foundations**: Collaboration is an evolution of practices based on assumptions that are grounded in theories and constructs.
- **Collaboration**: Two or more parties work together by sharing responsibilities, authority, and accountability in a mutually beneficial relationship to achieve goals.
- **Premises and Principles**: Collaboration seeks to build an environment of discussion versus debate, cooperation versus contention, then follows a specific model to create that environment.
- **Practices**: The practice of collaboration requires access and application of tools that are specific for leading to agreement and action.
- **Scenarios of Success**: Examples are provided from an array of geographical locations and societal issues to give a sense of the process and utility of collaborative efforts.

VII. Instructional Methods and Activities

- **Lectures**: The purpose of lecture is to develop conceptual structures about a subject matter.
- **Discussions**: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.
- **Case Studies**: Real life situations in a safe environment provide introductions to problems to be solved.
- **Workshops**: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.
- **Community Work**: This includes interaction with community representatives to form collaborative relationships, addressing community improvement.

VIII. Evaluation and Grade Assignment

- **Readings**: Required reading is from two texts. The chapters and due dates are listed below in the section on **Course Schedule**.
- **Some Guidelines for All Written Assignments:**
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
  b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on 'Paragraph' in the toolbar; under 'Spacing' make sure 'Before' and 'After' are set at '0'; under 'Line Spacing' click the arrow and select 'Double' and this will make the entire document double spaced.
  c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.
  d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.
  e. Here are some keys for writing.
1) Punctuation goes inside quotation marks. For example: Sometimes problems arise in the community that "only community representatives can address in collaborative relationships because the government will not step in\textsuperscript{in} according to Sammes (2004, p. 29). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts is separated by commas. For example: Pennitau (2010) indicated that community involvement in projects is far more effective than the government because of local pride commitment! and dedication. If there is a series that requires colons and semi-colons for clarification the format is as follows. Community leaders often prefer collaborative efforts because several issues come together, such as expertise\textsuperscript{(b)} resources; local leadership; and local problem solving (Gray & Franklin, 2011). Never use abbreviations, such as 'e.g.' or 'i.e.' or 'vs.' in the body of the paper but only in parentheses. Never use 'etc' because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: According to Waller (2008), one major problem with community collaboration is the ability to sustain a project over the long term if there is a change in leadership.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word 'and' when in the body of the paper and the ampersand (\&) in parentheses, except in the reference page. For example: Haverly and Kerns (2009) related inspiration and desire are not enough to launch a project. An alternative to this is format is: Inspiration and desire are not enough to launch a project (Haverly \& Kerns, 2009). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors' first and/or middle initials in the reference page and never in the body of the paper. The following is incorrect: ... often lead to legal violations (Haverly, L. Z., \& Kerns, K. A., 2009).

6) Never use language such as: In the article "Solving Local Issues: A Community of Practice," from the journal Community Improvement, Brent Chambers (2002) reiterated the need for more community members to band together for the good of society if there is to be real, enduring change in local communities. The proper structure is: Chambers (2002) reiterated the need for more community members to band together for the good of society if there is to be real, enduring change in local communities.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources. The only time non-professional and non-scholarly sources are to be used is when a specific assignment requires it.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 for examples. To make the cover page header different than the following pages in your paper: click on 'Page Layout' in the tool bar; click on the arrow to the right of 'Page Setup'; when the new popup window appears, click
the 'Layout' tab; click the box 'Different first page'; click 'okay' to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of '0' and you will have three days to make the corrections to resubmit it from the time I return it to you.

a. Do not write an abstract as that is for research manuscripts.

Class Participation
Participation in class refers to active engagement in discussions, activities, and workshops while adding positively to the work. It includes attendance at all class sessions and being on time. It is expected that interaction in class is respectful. Class participation accounts for 100 points, which is 40% of the grade.

Written Assignments
There are two types of written assignments: (1) annotated outlines; and (2) final project.

Outlines'. The first type of written assignment is a series of outlines that frame a community collaborative effort as it sets the stage for final course project. There are five outlines and each one is worth 10 points, for a total of 50 points, which is 20% of the total grade. The outlines will be skeletal guidelines of how you propose to conduct a collaborative project in the community.

Final Project: The final project provides detailed information consistent with a collaborative model and required information for a community project. These issues will be covered in class according to lectures, discussions, case studies, and workshops. The final project is worth 100 points, which is 40% of the grade.

Annotated Outlines

1. Power of Collaboration Outline: "Collaboration works because it engages stakeholders as peers using skillful means to facilitate dialogue, mutual learning, shared responsibility, and action" (Chrislip, 2002, p. 1). The paper must meet the following criteria:

a. Background: This section of the paper is approximately 1 paragraph and explains your area of interest. For example, what collaborative issue(s) interests you and why? It must be education related.

b. Community Involvement: Relates what organization(s) in the community would be appropriate for collaboration. For example, what education entity, business, not-for-profit, or civic enterprise do you think would be a good, collaborative partner and why?
c. Benefits: Describes what you think would be the benefit(s) of a partnership between enterprises. For example, what is the gain for both the educational and other enterprises? An example of how both the educational and community entities benefit must be explained.

Below is an example of an outline that meets these criteria:

I. Background: To develop a science of learning institute on campus for empirical research and practical application of closing educational gaps across institutions from kindergarten through a doctorate.

   A. State mandates call for greater accountability.
   B. Helps create an educational community for students to move from education level to education level with better understanding.
   C. Provides empirical evidence for teaching and learning for students to facilitate practical application for education stakeholders to assist students to move from grade to grade with clear purpose.
   D. Creates data for local, regional, state, and national decision making and report distribution.

II. Community Involvement: There are several groups involved in the collaboration for it to be successful.

   A. TAMU-CC, Dept of Educational Leadership & Research: Obtains a large NSF grant (approx $25 million) to establish an institute and lay the foundation.
   B. Area school districts (schools & personnel): Provide for and draw from the institute about "gaps" they would like to close.
   C. Parents/guardians: Provide interests they have for further education of students.
   D. Students: Create a greater awareness of educational barriers they face.
   E. Community: Offer insights into career needs based on educational efforts.
   F. State: Provide parameters for closing the gaps.

III. Benefits: The collaborative agreement could be beneficial for each of the entities involved.

   A. TAMU-CC, Dept of Educational Leadership & Research: Faculty maintain data sets for research as well as information to benefit other partners, which can include pedagogical information, conferences, and support for others' efforts.
   B. Area school districts (schools & personnel): Educators have additional resources to help their pedagogy, professional development, and conduits to further education and career development.
   C. Parents/guardians: Have additional information for education and career opportunities for their children.
   D. Students: Have a greater awareness for educational or career advancement as it affects them personally.
E. Community: Could have better prepared citizens could benefits from a more educated population for better civic pride.

F. State: Meets state objectives at all levels of education.

2. **Getting Started Outline:** The Figure for this information is found in the text on page 55. The outline must be education related and meet the following criteria. An example of the outline follows the criteria:

   a. **Analyzing the Context:** This section of the paper is up to 1 page, worth up to 10 points, and relates the political dynamics and public perspective of the issue. See chapters 1-6 of the text for background information.

   b. **Collaborative Strategy:**

      i. **Feasibility:** Describe how this collaboration is a realistic venture.

      ii. **Purpose:** Relate the purpose for the collaboration in one to two succinct sentences.

      iii. **Scope:** This provides limitations to the project.

      iv. **Focus:** This depicts what specifically would be accomplished.

Below is an example of an outline that meets these criteria:

I. Analyzing the Context: The context is a politically charge atmosphere to where a Texas Higher Education Plan was developed and distributed, outlining several areas in which the state's education system needed to close gaps for the state to be successful in meeting four major challenges. Context looks at the political environment as compared to the public perception.

   A. Political Environment

      1. Create more opportunities for students to attend college.

      2. Substantially increase the number of degrees, certificates, and other identifiable student successes.

      3. Establish ladders for students to climb from education level to education level and create funding for it.

      4. Increase the level of federal funding to achieve greater educational success in the state.

   B. Public Perception

      1. Community and parents: They often view the educational systems are not providing adequate services for student engagement and success.

      2. Educators: Often feel hamstrung by lack of resources and the mentality to do more for less.
II. Collaborative Strategy: There is a perception that may be more of a reality than we admit that education is not a seamless transition from one level of services to another from kindergarten through a doctorate.

   A. Feasibility: Although it is unrealistic that an entire seamless system can be achieved with k-doctorate, steps can be made to achieve greater opportunities for students to move into higher levels of education or careers.

   B. Purpose: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

   C. Scope: The project's major limitation involves identifying the critical gaps among all partners involved. Analysis will have to be completed to identify the most critical gaps to approach first that will have the most impact.

   D. Focus: The project will look at these goals:
   
   - Goal 1: developing an educationally-minded community
   - Goal 2: providing evidence-based research on learning and performance efficacies
   - Goal 3: partnering with educational systems to apply and implement research findings
   - Goal 4: evaluating efficacies of programs and learning environments
   - Goal 5: assessing the efficacy of public policy

3. Setting Success Outline: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 7 of the text provides specific background. The paper must meet the following criteria:

   State the Issue First: This should be the same as the Purpose from the previous outline.

   - a. **Stakeholders:** identifies stakeholders and explains their willingness to participate. Stakeholders are those people (entities) that actually do the work
   - b. **Constructive Process:** develops the decision making method, ground rules, and constructive process.
   - c. **Information Needs:** explains the types of information needed to move forward.
   - d. **Critical Roles:** identifies key people to the project and why they are important.
   - e. **Managing the Process:** relates how the process should progress.
   - f. **Resources:** creates the funding parameters.

Below is an example of an outline that meets these criteria:
Purpose: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

I. Stakeholders: The major stakeholder will be faculty in the Department of Educational Administration and Research at TAMU-CC. They will coordinate efforts among other stakeholders, such as local school districts and schools. It may involve parent groups but at the current stage, this is uncertain.

II. Constructive Process: The project is two-fold. First, it attempts to solve a problem by creating a more seamless educational process by identifying gaps in educational services and then closing those gaps. Second, it creates an institute through which those services can be funneled. The decisions for the institute will be made by those individuals who create it. Then, the goals of the institute will be possible within the regulations of participating stakeholders, such as according to state, district, and school policies. Decisions must abide by established policies.

III. Information Needs: Major information comes from National Science Foundation grant guidelines, state Closing the Gaps efforts, TAMU—CC policies, district needs, and school involvement.

IV. Critical Roles
   1. TAMU—CC will be seeking the grant and designing the institute.
   2. Superintendents from area districts will identify needs and assign designees for participation.

V. Managing the Process
   1. Write the grant (get input from districts)
   2. Establish the institute: personnel, reporting structures, responsibilities
   3. Identify critical staffing needs and staff
   4. Establish research agenda and conduct research
   5. Provide application
   6. Create opportunity for information sharing, data, reports, professional development, meetings, and conferences
   7. Provide accountability systems

VI. Resources: The major funding source is to an NSF grant for $25 million to establish the institute. Then, each stakeholder will need to be responsible for its own involvement, such as if a district wants to use information from the institute for teachers' professional development, the district must provide the resources but the institute can provide the information and support.

4. Working Together Outline: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 8 of the text provides specific background. The outline must meet the following criteria:

   State the Purpose: This should be the same as the previous outline. Although, things may change as the project become further developed.

   a. Building Capacity: describes the relationship among the key players involved.
b. **Ways of Engaging**: conveys what types of communication processes are best, such as meetings, phone calls, email, or other types of communication. It also, sets the tone for the types of topics to cover and what type of interaction is to be expected or occurred.

c. **Informing Stakeholders**: conveys specific issues to tell stakeholders to include content and context as well as the benefits and detriments of the collaboration.

d. **Decisions**: develops the specific collaborative efforts, such as problems to be solved, visions, and strategic planning.

Below is an example of an outline that meets these criteria:

**Purpose**: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.

I. Building Capacity
   
   A. Drs. Bowden, Bhattacharya, faculty at TAMU—CC, and Drs. Holt & Smith, graduates of TAMU-CC’s doctoral program, are responsible for obtaining the grant.
   
   B. Superintendents or Designees: Drs. Bowden & Bhattacharya will work with area superintendents or their designees to identify critical gaps in education according to the four goals of the project.

II. Ways of Engaging
   
   A. Drs. Bowden, Bhattacharya, Holt, and Smith meet every two weeks to set the parameters for the grant and work through the process of writing it.
   
   B. As needed, area educators will be contacted by phone, email, or meetings to discuss involvement but also to get a sense of what major gaps they would like to close.
   
   C. Once the major interest is determined stakeholders will meet to discuss major gaps to close. The focus of meetings will be to determine specific gaps among schools and programs, how to research them, and how to distribute information for effectively closing gaps.

III. Informing Stakeholders
   
   A. Context: The context of the project falls within two areas:
      
      1. NSF grant: it provides the limitations for the funding to meet NSF standards;
      
      2. The institute is not a training center but a research center to provide empirical research and practical solutions for area educational problem solving.
   
   B. Content
      
      A. NSF: Provides the grant funding criteria and funds.
      
      B. TAMU-CC, Dept of Educational Administration & Research: Provides the research needed to write the grant and the critical structure and intent of the institute. The department, however, may become reliant on external funds and not fund positions. Also, if the grant is not renewed, it could impact jobs.
C. Area school districts (schools & personnel): Provides specific areas of gaps. Districts may not agree as to what gaps need to be addressed first and what is the most important. Also, responding to state initiatives takes precedence.

D. Parents/guardians: Establishes public concern regarding gaps. However, they may view extraneous to the focus of education.

E. Students: Provides insights about their views of what they think they want. Although, new educational ventures may be inconsistent with what students think they want and may not engage fully into projects.

F. Community: Provide information about what they see is the role of education in the community. However, it may want to serve a greater role but misses the point of the overall goals of education.

G. State: Provide the basic framework of Closing the Gaps, legislation, and regulations through its actions and agencies. However, the state may mandate additional requirements for its institutions, inconsistent with direction of the institute and therefore would not benefit from its research and application.

IV. Decisions

A. TAMU-CC, Dept of Educational Leadership & Research: It is expected that the department serves as a support for the institute as the purpose of the institute is research and the application of it in nature.

B. Area school districts (schools & personnel): Tie closing gaps initiatives to state standards.

C. Parents/guardians: Expect support from institutions for their children.

D. Students: Expect services to meet their individual aspirations.

E. Community: Increase better civic responsibility.

F. State: Achieve state objectives.

5. **Moving to Action Outline**: It identifies the major stakeholders, as well as rules, need for information, and budgets. Chapter 8 of the text provides specific background. The outline must meet the following criteria:

*State the Purpose*: This should be the same throughout, although it may change some as the project further develops.

a. **Reaching Out**: identifies other community members who may be affected by the collaborative efforts and coordinating with those stakeholders who have an investment in the relationship.

b. **Managing Action**: describes who will do what, when, and how.

Below is an example of an outline that meets these criteria:

**Purpose**: The purpose of this venture is to develop an institute to direct empirical research and application toward closing gaps between learning and performance in educational systems.
I. Reaching Out
   A. Chamber of Commerce: Area business may be impacted by a more educated workforce by which to draw from.
   B. Law Enforcement: Law enforcement could see fewer incidences.
   C. Social Services: There may be fewer referrals and interventions.

II. Managing Actions
   A. Drs. Bowden, Bhattacharya, Holt, & Smith will work on the grant and submit it in August 2012. If funded, through 2013 the institute will be developed.
   B. Initial contact will be made with Dr. Julie Carbajal, superintendent of Flour Bluff ISD and Mr. Scott Elliff mid-summer 2013 to discuss more fully the development of the project and what the districts might offer. From these meetings it is expected district designees will be made for further interaction.

Final Project

Final Project—Community Project: This project is an expansion of the outlines (Getting Started; Setting Success; Working Together; & Moving to Action). It develops each of the items from the outlines into single document that can be seen as a comprehensive, collaborative, community project. For every section of the paper, you provide additional information than what you described in your outlines. Each section of the paper must be more fully developed and written in narrative form. No phrases or outline structure are to be used. The paper must meet the following criteria and following the criteria is an example structure of the headings that must be in the paper:

c. **Introduction:** Provide a short paragraph to give the background of the paper that establishes its context. The final sentence of the introduction is to state the purpose of the paper. This section of the paper is worth up to 10 points.

d. **Getting Started:** You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.

e. **Setting Success:** You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.

f. **Working Together:** You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.

g. **Moving to Action:** You add, change, or delete material as needed, but overall, you further develop the issues. This section of the paper is worth up to 20 points.

h. **Conclusion:** This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 10 points.
Structure of the Paper: Use the following as headings for your paper in this exact format

Introduction Power of Collaboration (This section acts as sort of an executive summary and you may want to write it last) Background
Community Involvement
Benefits

Getting Started
Analyzing the Context
Political environment. Public perception. Collaborative Strategy

Setting Success
Stakeholders Constructive Process Information Needs Critical Roles Managing the Process Resources

Moving to Action
Reaching Out Managing Actions

Conclusion
Assignment Summary

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<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
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</tr>
<tr>
<td>Getting Started outline</td>
<td>10</td>
<td>2.15.12</td>
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<td>Setting Success outline</td>
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<td>Working Together outline</td>
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<td>Moving to Action outline</td>
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<td>1.1.12-4.25.12</td>
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<tr>
<td>Final Project—Community Project</td>
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<td><strong>Total</strong></td>
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*All written assignments are to be submitted via email*

Grading

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% - F

IX. Course Schedule and Policies

A. Course Schedule

Required Reading

DC = *Collaborative Leadership Fieldbook* text by David Chrislip

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<thead>
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<th>Date</th>
<th>Topics and Assignments</th>
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<tr>
<td>1.11</td>
<td>Syllabus review; Introduction</td>
</tr>
<tr>
<td><strong>1.18</strong></td>
<td>Foundations for Community Leadership &amp; Scenarios</td>
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<td></td>
<td>DC Chapters 11-17</td>
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2.1 Premises and Principles
DC Chapters 4-5
- Power of Collaboration Due

2.8 Practices: Getting Started
DC Chapter 6

2.15 Community Project 1

2.22 Practices: Setting up for Success
DC Chapter 7

2.29 Community Project 2

3.7 Practices: Working Together
DC Chapter 8
- Setting up for Success Due

3.14 Spring Break—No Class

3.21 Practices: Moving to Action
DC Chapter 9

3.28 Community Project 3
- Working Together Due

4.4 Practices: Networks of Responsibility
DC Chapter 10

4.11 Community Project 4
- Moving to Action

4.18 Learning from Research & Experience; Reflections
DC Appendix A

4.25 Final Project Due

B. Course Policies

Attendance/tardiness: It is expected that you attend every class session and are on time.

Late work: No late work is accepted except for extenuating circumstances approved by the instructor.
Extra Credit: No extra credit work is provided.

Cell Phone/Electronic Device Usage: Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an "F" for an assignment. Additional academic dishonesty and/or plagiarism will result in an "F" for the course.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, March 30, 2012 is the last day to drop a class with an automatic grade of "W" this term.

Required methods of scholarly citations: AP A 6 Edition

Classroom/professional behavior

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

X. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules
Web site at http://www.tamucc.edu/provost/university rules/index.html. For assistance and/or
guidance in the grade appeal process, students may contact the Office of Student Affairs.

XI. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in
Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the
classroom or on campus, please contact the Disability Services office for assistance at (361)
825-5816.

XII. Textbooks


Psychological Association.

Recommended or Supplemental Reading:

• Elgin, S. H. (1997). How to disagree without being disagreeable: Getting your point across with
  the gentle art of verbal self-defense. New York: John Wiley.
  Long Grove, IL: Waveland.
• Krile, J. F. (2006). The community leadership handbook: Framing ideas, building relationships,
  and mobilizing resources. Saint Paul, MN: Fieldstone Alliance.
XIII. Bibliography
