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Office hours: By appointment

Syllabus: EDLD 6342 Community Leadership & Development (1-24% On-line)
Term: Spring 2019 (01/14-05/01)
Room: BH128
Dates & Times: R 4:20-6:50

COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

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.

COURSE 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.
CPED PRINCIPLES
The following principles from the Carnegie Project on the Education Doctorate (CPED) will inform this class because the course:

☐ Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

☐ Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

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.

INSTRUCTIONAL OBJECTIVES
As a result of activities, course readings, and experiences, students will be invited to:
- effectively collaborate with peers, providing support through guidance, feedback, and reflective activities
- become more proficient in APA style
- 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
COURSE REQUIRED TEXTBOOK


Other readings assigned and posted on Blackboard:


See Appendix for more recommended readings.
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<tr>
<th>Assignments</th>
<th>Points</th>
<th>See calendar for Due Date</th>
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<tr>
<td>All written assignments are to be submitted via blackboard</td>
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<td>Literature Review</td>
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<td>Power of Collaboration 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>Discussions &amp; Participation</td>
<td>10</td>
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<td>Final Presentation—Community Project</td>
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<td>Final Paper-Community Presentation</td>
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**Grading Scale:** 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

**Incompletes:** Incompletes will not be given for this course.
COURSE EXPECTATION

Policies

Classroom: Attend each class meeting and arrive on time. **Cell Phone/Electronic Device Usage:** Approved electronic devices include the use of a computer for note taking. No iPads, computers, or other electronic devices are to be used during class meetings unless approved by the professor. The reason is that this course requires interaction, listening, conversation, input, building relationships—pretty much what we might call ‘the art of communication.’

Communication: Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor on a weekly basis.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

Assignment Format: All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be double-spaced in 12 pt font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student’s name, for example:** Aguilar-Reflection1.doc

The CASA Writing Center: The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.

[http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.
**Illness/Emergencies/Unforeseeable Absences:** If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP.

**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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. 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” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered:

**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. Please see the academic calendar for time lines.

**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 Rule13.02.99.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](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.

It is a privilege to be a member of the community of scholars at Texas A&M University-Corpus Christi.

As an Islander, I pledge to:
Strive for personal and intellectual growth and excellence
Demonstrate integrity and accountability
Lead with courage and innovation
Exhibit pride in my university and its traditions
Embrace our unique identities and
Commit to life-long learning.
With these values held true, we are ISLANDERS!
Statement of Authorship

The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

________________________________________  ____________________________
Student’s Signature    Date
COURSE ASSIGNMENT DESCRIPTIONS

**Participation and Engagement**
Each class period students should bring all readings. In addition, students are required to bring notes of talking points on the daily readings. These talking points should include: 2-3 questions based on the readings to provoke conversation, (these questions may be related to a particular article/chapter, but also try to create questions that cut across articles touching on overall themes). Also, make sure to either record or highlight the most significant sentence/idea(s) from the readings that you connected to or disturbed your thinking for reference during discussions. These talking points/questions are to help stimulate your reflection about the readings and will not be turned in. However, students will lead all conversation and may be called on to share a question, thought, comment, etc. Credit for readings will be given only when readings are completed before class and the student participates meaningfully in class discussions. Each student is expected to actively contribute to each class discussion by making connections to the assigned text-supplementary readings (i.e., theories and concepts) and to their own work experiences. Students will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to listen openly to different views and respectfully engage when disturbed or disagree. The instructor will note each student’s participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. Keep in mind if you are absent, you cannot participate and your participation grade will be affected.

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the whole group in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.
Furthermore, students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and two (2) or more absences across the semester may warrant a failing grade for the course. Note: 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)

It is the student’s responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in-mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

Course evaluations during the spring 2019 semester will be conducted at the end of the term. **Completion of this instrument is encouraged as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.**

Literature Review

Understanding the scholarly foundation of a problem helps us frame it in terms other than those from community participants. They may have differing perspectives due to other concerns, such as personal bias, professional position, economic gain, hidden agenda, or simply wanting to get involved in community development. The literature review is worth 15 points.

1. **Literature Review**: In short, a literature review justifies research and helps develop a position. The following summary from the University of Arizona (http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html):

   **Justify Your Research**

   - Place your portion of the discussion in the academic context by showing that there are gaps in knowledge in your field that merit a closer investigation. Demonstrate that your work will fill this gap by adding knowledge in and understanding of your field.
   - Demonstrate your work hasn't been previously done, ensuring your intellectual contribution is indeed original.
• Demonstrate a critical approach to scholarship. Show you have analyzed and critiqued the theories or methodologies in the field and that you know the main arguments related to your topic.
• Consider how the available research and existing scholarship support your research. How does it contradict your research? How will your research resolve the difference?

**Develop Your Thesis Position**

• Educate yourself on the primary theoretical and methodological approaches to your discipline, as well as the primary actors. Ask yourself the following questions:
  o Who are the most important scholars in your discipline?
  o What questions have they asked and answered?
  o What controversies remain within the discipline?
• Identify controversies and differences of opinion among scholars in your field, and makes a case for your research as a valid, important response and possible resolution of those controversies. Consider the points on which scholars differ - either differing theoretical approaches to the question or differing conclusions drawn by scholars. What part will your work play in the resolution of said controversies?
• Synthesize the results of your research into a concise, coherent account of what is known in your field of inquiry and what remains to be learned, such that it addresses the specific thesis, problem, or research question.

There are to be 5-6 articles to review. For the assignment it will adhere to the following guidelines. Each bold heading below is to be centered in your paper.

**Introduction:** Provide a general context of the issue. This is to be 5-7 sentences and gives a clear sense of the problem. The final sentence in the paragraph is the purpose statement for the paper. For example: It is the purpose of this paper to review literature, demonstrating the effectiveness of college social services programs as a partner with community shelters to help families reestablish their independence.

**Literature Review:** Each article will be reviewed independent of the others. Each review is to be only four sentences by answering the following questions: What prompted the author(s) to write the article? What is the purpose of the study? How does it relate to community/collaborative problem solving? What is one major finding?

For the literature review, review one article, then the next one, then the next one—all in sequence by starting a new paragraph for each article.

**Conclusion:** Summarize the major issues from the articles. Do not introduce new information in the conclusion. Reiterate the purpose of the paper.

All articles are to be peer reviewed and from scholarly journals. By the way, *The Chronicle of Higher Education* and other periodicals like it and books are *not* sources for scholarly articles. Use the following as a guideline to search for articles in the TAMU—CC library:

• For scholarly, peer reviewed journal articles you can go to the TAMU—CC library at [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/).
• If you are off-site, log in. You can get information at http://rattler.tamucc.edu/offcampus/offcampus.html. If you have trouble logging on, contact the library. I cannot help you.
  o Use your Islander ID user name and password.
  o Visit http://newuser.tamucc.edu for instructions on getting or resetting your password. The user name and password are the same as those needed for BlackBoard 9.1 access.
  o For user name and password assistance, call (361) 825-2825.
• Tip: Once you get at least one article, you can go to its reference page and look at the sources the author or authors used for the article and retrieve some of those articles, if they are of interest.

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. The outlines will be skeletal guidelines of how you propose to conduct a collaborative project in the community.

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. Each bold heading below is to be centered in your paper.

   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 the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

**Always state the issue first**

1. **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 (Ch. 5-6). 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 the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

*Always state the issue first*

**Issue**: 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. **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 (pg. 72). 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 the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

Always state the issue first

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

- **Building Capacity**: describes the relationship among the key players involved.
- **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.
- **Informing Stakeholders**: conveys specific issues to tell stakeholders to include content and context as well as the benefits and detriments of the collaboration.
- **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 the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

**Always state the issue first**

**Issue**: 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 8-9 of the text provides specific background. The outline must meet the following criteria:

*State the Issue*: 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 the criteria above. Make sure you follow the exact outline of the items in bold. Your outline is not to be in bold.

**Always state the issue first**

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 Dr. 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**

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 25 points.

**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
The structure of the paper is on the following page: Use the following as headings for your paper in this exact format. Remember, the entire final paper is Times New Roman 12 font, 1” margins, double spaced, with appropriate cover and reference pages.
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
Feasibility.
Purpose.
Scope.
Focus.

Setting Success

Stakeholders
Constructive Process
Information Needs
Critical Roles
Managing the Process

Resources

Working Together

Building Capacity
Ways of Engaging
Informing Stakeholders
Context.
Content.

Decisions

Moving to Action

Reaching Out
Managing Actions

Conclusion

References
Some Guidelines for Writing. The Article Reviews and Final Paper must follow the guidelines below. Annotated outlines only need to be Times New Roman Font, double spaced, and do not need a cover page. All papers are to use the headings provided in the examples below.

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,” 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: (a) expertise, (b) resources, (c) local leadership, and (d) 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.

i. Do not write an abstract as that is for research manuscripts.
Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.

For WebEX access please log on to: https://tamucc.webex.com/meet/iaguilar2
1-650-479-3208 Call-in toll number (US/Canada)
1-877-668-4493 Call-in toll free number (US/Canada)
Access code: 809 239 671

Students should log on by 4:15 PM to ensure one’s technology is working properly. Meeting room will open approximately by 4:00 pm.

EDLD 6342 – spring 2019
Course Overview and Calendar
Tentative

DC = Collaborative Leadership Fieldbook text by David Chrislip

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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<tbody>
<tr>
<td>1.17</td>
<td>Syllabus review; Introduction</td>
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<td></td>
<td>Meet on Campus</td>
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<tr>
<td>1.24</td>
<td>Foundations for Community Leadership &amp; Scenarios</td>
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<td></td>
<td>DC Chapters 11-14</td>
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<td></td>
<td>Guajardo (2007)</td>
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<td>Meet via WEBEX</td>
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<td>Community Collaborative Environment</td>
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<td>DC Chapters 1-3</td>
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<td>Moll, Amanit, Neff, and Gonzalez (1992)</td>
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<tr>
<td></td>
<td>Meet via WEBEX</td>
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2.7 Premises and Principles
   DC Chapters 4-5
   *Power of Collaboration Due*

   Independent Work/Community Outreach

2.14 Practices: Getting Started
   DC Chapter 6
   *Literature Review Due*

   Independent Work/Community Outreach

2.21 *Getting Started Due*

   *Meet via WEBEX*

2.28 Practices: Setting up for Success
   DC Chapter 7
   *Meet on Campus*

3.7 *Setting up for Success Due*

   Independent Work/Community Outreach

3.14 SPRING BREAK

3.21 Practices: Working Together
   DC Chapter 8
   Independent Work/Community Outreach
3.28 Practices: Moving to Action

DC Chapter 9

*Working Together Due*

*Meet on Campus*

4.4 **Independent Work/Community Outreach**

4.11 Practices: Networks of Responsibility

DC Chapter 10

*Moving to Action Due*

*Meet via WEBEX*

4.18 Learning from Research & Experience; Reflections

DC Appendix A.

**Independent Work/Community Outreach**

4.25 **Meet on Campus**

Presentation of Class project

Written Paper of Final Project Due

5.9 Exam Day
Appendix 1

Recommended or Supplemental Reading:


Bibliography


Stephenson, M. (2007). Developing community leadership through the arts in Southside