

**University of Nevada, Las Vegas  
Urban Leadership Development Program**

**ULD 732\*  
Leading a Learning Organization Through Community Building  
2 Credit Hours  
Spring 2016**

**CONTACTING THE INSTRUCTOR**

**INSTRUCTORS**

**E-MAIL**

**PHONE**

**OFFICE**

**LOCATION**

**OFFICE HOURS**

**I. CATALOG DESCRIPTION**

This course focuses on how to work effectively with diverse families and community members in: assessing and responding to diverse community interests and needs; sharing leadership with stakeholders; motivating and mobilizing community resources; examining relationships between schools and communities from demographic and political perspectives, all in the service of student achievement

**II. COURSE STANDARDS**

This course addresses the following Nevada Administrator Standards:

Instructional Leadership Domain:

Standard 3: *Creating and Sustaining Productive Relationships*

- *Creating and maintaining a welcoming, respectful and caring environment that promotes the well-being of pupils, staff and school community (IL3.1)*
- Provides opportunities for extended, productive discourse between the school-level administrator and teachers and amongst teachers to inform decisions designed to meet the goals of the school, including, without limitation, structuring the school environment to enable such collaboration (IL3.2)
- Creating processes to communicate and partner with teachers and parents and families in a manner that support the goals of the school (IL3.3)

## Professional Responsibilities Domain:

### Standard 4: *Family and Community Engagement*

- Involving the parents and families of pupils and the community in appropriate policy implementation, program planning and assessments **(PR4.1)**
- Involving the parents and families of pupils and the school community in the goals of the school and the school improvement efforts **(PR.4.2)**
- When appropriate, informing the parents and families of pupils of available education, health and social services and connecting the parents and families with those services in response to their needs **(PR 4.3)**

### **III. COURSE OUTCOMES**

By the end of the course it is expected that participants will:

- Establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen school programs and support district goals.
- Communicate, motivate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support.
- Implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
- Influence the media by using proactive communication strategies that serve to enhance and promote the district's vision.
- Use effective writing, speaking, and active listening skills.
- Describe various methods of motivation and discuss their practical applications for motivating staff, families and community stakeholders
- Use effective consensus-building, conflict-management and shared leadership skills to promote the school and district's vision.

### **IV. TEXTS AND SUPPLEMENTAL MATERIALS**

#### **REQUIRED TEXT(S)**

1. Warner, Carolyn (2009). *Promoting Your School: Going Beyond PR*. (3rd Edition). Thousand Oaks, CA: Corwin Press,

## V. COURSE REQUIREMENTS

### Performance Assessments

#### I. School Data Portfolio:

Continue development of the data portfolio for your school site. Collect as much information as you can relative to: (1) Community Assets and (2) School Processes.

1. Community Assets: Compile a list of (a) agencies and community based services within your attendance zone or who serve your attendance zone. This may include organizations such as churches or free medical clinics in your attendance zone as well as community based services such as mental health, social work agencies, or county/state children and family services that serve students (and families) in your school. You should begin by talking with your principal, assistant principals, counselors, school psychologists, etc. about such services. In addition, compile a list of (b) current business partners that work with your school and businesses within your attendance zone. These should include local businesses, such as restaurants and convenience stores.
2. School Processes: Complete an inventory of school processes used in your school, using the School Processes Data Inventory Example attached to help guide your search. Again, you will want to draw on the knowledge of your administration, teachers, and staff to help you find these items.

Add these items to the portfolio you began during the Introduction class. Again, if you have specific items (such as policy handbooks, program descriptions, grading policies, etc), compile them in either a paper or electronic binder (or both).

Write a brief summary describing the (a) business and social community within your attendance zone and which serves your attendance zone, including any pertinent history or trends that you may have discovered and (b) the processes used in your school, including (i) major instructional processes/programs, (ii) organizational processes, (iii) administrative processes, and (iv) continuous school improvement processes. Include a description of information that you were unable to locate but would be helpful to you. Attach the list of businesses and social/community agencies which you collected. (75 points)

#### II. Meetings with Community Business Owners/Service Agents:

After compiling your list of community assets, invite one business owner and one community agency representative to your school for a visit. Prepare an agenda for a 30-minute visit, including a tour of the school. Think about the things you

want to highlight about your school, who you want your guests to meet, and what you want to show them during the tour. Be sure you coordinate this activity with your principal. This is not intended as a meeting to ASK for anything—only to get acquainted with a couple of people in the community who have common interests with your school.

1. Prepare a one-page story about your school and an agenda for your visits (20 points)
2. After completing this activity, write a reflection about your experience. (40 points)

### **Other Assignments**

Class Participation: Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in class activities and discussions. (35 points)

Reflective Journals: Each student is expected to make periodic entries (as assigned) as a reflective process about their learning throughout the course. These will be posted to WebCampus/Blackboard. (30 points)

## **VI. GRADING POLICY**

Points	Grade
188-200	A
180-187	A-
174-179	B+
168-173	B
160-167	B-
140-159	C
Below 140	F

## CLASS SCHEDULE

The following outlines an approximate schedule of major topics, assignments, and preparation materials for each session. In addition to references listed here, please check WebCampus/Blackboard each week for other resources and activities the instructor may post for your preparation for specific class sessions.

<b>Session</b>	<b>Topics</b>	<b>Assignments Due</b>	<b>References</b>
March 9	<ul style="list-style-type: none"> <li>• Introduction and Overview of Course</li> <li>• Understanding our Multicultural and Diverse Community</li> </ul>		Ch. 12
March 16	<ul style="list-style-type: none"> <li>• Cultural Competent Leadership (Guest Speaker: Greta Peay)</li> <li>• Influences of Community Context on School Improvement</li> </ul>	Reflection 1	Items posted on Web Campus
March 23	Spring Break		
March 30	<ul style="list-style-type: none"> <li>• One Principal's Story: Meeting Needs of the Community (Guest Speaker: Sherrie Gahn)</li> <li>• Communications and Building Community</li> <li>• Small Group Work: Share/Brainstorm About Your School's Story</li> </ul>		Ch. 1-4, 6, 10  Items posted on Web Campus
April 6	<ul style="list-style-type: none"> <li>• The Internal School Community-- Students, Teachers, Staff</li> <li>• The Parent Community (Guest Speakers: Cheryl Davis and Patricia Saas, CCSD FACES)</li> <li>• The Internet and Electronic Community</li> </ul>	Your School's Story & Agenda for Community Visits	Ch. 7 Items posted on Web Campus
April 13	<ul style="list-style-type: none"> <li>• Developing Business and Community Relations (Guest Speakers: Beverly Mason, CCSD Partnership Office; Brent Husson, Nevada Succeeds)</li> </ul>	Reflection 2	Ch. 8  Items posted on WebCampus
April 20	<ul style="list-style-type: none"> <li>• The Social Service Community (Guest Speakers: Joe Morgan, Downtown Achieves; Terri Janison, United Way; Mike Maxwell, Urban League)</li> </ul>	School Data Profile	Items posted on WebCampus

April 27	<ul style="list-style-type: none"> <li>• Media Relations (Guest Speaker)</li> <li>• Crisis Management (Guest Speaker: Mike Wilson, CCSD; Ivan Chatman, Metro Police Dept.)</li> </ul>	Reflection 3	Ch. 5, 11  Items posted on WebCampus
May 4	Cohort I Leadership Showcase	Reflection: Meetings with Business Owners and Community Agencies	Items posted on WebCampus

## University Expectations

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and

the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.