

# Collaborative Leadership in Community Development COL/FN 700 Fall, 2020 Semester Syllabus

**Important Note: YOU** are responsible for the contents of this syllabus. This syllabus, along with course assignments and due dates, are subject to change. It is your responsibility to check Canvas for corrections/updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

## Course Information

### Instructor Information

**Instructor:** Todd Kuckkahn (just Todd, not professor, Dr., etc.)

**Office:** No on-campus office. Zoom, phone or face-to-face meeting available by request

**Virtual Office Hours:** Individual appointments may be set by appointment

**Cell/Home Telephone:** 715-498-4979 (Work Office: 715-344-1940)

**E-mail (use only one):** [tkuckkah@uwsp.edu](mailto:tkuckkah@uwsp.edu) Personal: [buckybuckets@charter.net](mailto:buckybuckets@charter.net))

### **SPECIAL SUCCESS NOTES:**

1. *Students who succeed get assignments turned in on time.*
2. *Feel free to work ahead. Do not feel free to get behind 😊!*
3. *My UWSP and personal e-mail both feed to my cell phone so there is no need to send to both.*
4. *I will attempt to respond to emails within 24 hours.*
5. *I will attempt to assess discussion posts within 48 hours of closing. I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.*

*Thank You!*

### Course Information

**Course Description:** Examine the meaning of community, importance of community organizations in making positive changes and explore collaborative leadership competencies.

**Credits:** 3 (NOTE: May not earn credit in both FN 700 & COLS 700.)

**Prerequisite:** None

### Textbook & Course Materials

#### **Texts & Reading (provided on Canvas, no need to purchase):**

- Butterfoss, Frances Dunn. (2007) Coalitions and Partnerships in Community Health. San Francisco, CA: Jossey-Bass A Wiley Imprint (chapters used are provided on Canvas).
- Turning Point Collaboration Leadership: Introduction, Overview, and Resources. – Participant’s Guide (provided on Canvas).

**Recommended Texts & Other Readings (not necessary to purchase):**

- Mattessich, P. W. (2004a) Collaboration-what makes it work: a review of research literature on factors influencing successful collaboration. St. Paul, Minn.: Amherst H. Wilder Foundation.
- Mattessich, P.W. a. M. Barbara, with assistance from Corinna Roy. (2004b). Community building: what makes it work: a review of factors influencing successful community building. St. Paul, Minn.: Amherst H. Wilder Foundation.
- The Community Tool Box. Accessed from <http://ctb.ku.edu/en>
- Logic model: <http://www.uwex.edu/ces/lmcourse/>
- The Online Writing Lab (OWL) at Purdue University: <http://owl.english.purdue.edu/owl/>

This course is the introductory course for the graduate program. With that said, the competencies below are to be introduced or addressed for this course:

1. Examines factors that enhance or impede community development
2. Suggest collaborative relationships that may be needed to improve community development
3. Addresses the diversity of individuals and populations when developing, implementing, and evaluating policies, programs and services that affect the community
4. Communicates in writing and orally with linguistic and cultural proficiency using a variety of mediums
5. Facilitates communication among diverse individuals, groups or organizations
6. Improves personal leadership and/or management skills to foster positive community change
7. Describes application of quantitative and qualitative data to improve community assets (programs, services, public health)
8. Describes how evidence is used in decision-making (policies, population or program change)
9. Incorporates ethical principles that will apply in professional practice

## **Course Objectives & Learning Outcomes**

### COURSE OBJECTIVES:

1. Examine the meaning of community
2. Gain insight into types of community, workgroups and change processes
3. Explore collaborative approaches, concepts of “best practice” and evidence-based outcomes within various professions
4. Gain insight into creating and maintaining effective collaborations
5. Assess and enhance six practices of an effective collaborative leader
6. Define and list the competencies required for collaborative leadership
7. Observe and critique leadership styles within a collaboration, coalition, or network through affiliation with a selected community group
8. Create a personal leadership and professional development plan

### LEARNING OUTCOMES - At the conclusion of this course, students will be able to:

- Through class “discussion”, self-study, experiential exercises and literature review
  1. Explore historical perspectives, definitions, and rise of community coalitions
  2. Discover differences in their underlying cultural, socioeconomic, educational, racial, ethnic, professional, and lifestyle backgrounds that shape their understanding of human communities
  3. Distinguish the difference in leadership styles from least to more collaborative
  4. Provide a written review describing how the collaborative process has developed & is now considered best practice in solving community problems.
- Through completing the collaborative leadership learning modules:
  1. Participate in self-assessment questionnaires that evaluate key behaviors essential to the six practices of effective collaborative leaders
  2. Complete six modules of learning including: assessing the environment, creating clarity, building trust, sharing power, developing people skills and self-reflection
  3. Create a personal leadership and professional development plan that expands collaborative leadership skills

- Through visits to local community groups:
  1. Meet, visit and observe various collaborative approaches within their local community organizations
  2. Use collaborative process evaluation tools and benchmarks provided to evaluate a local community organization
  3. Prepare a PowerPoint presentation that evaluates the collaborative process used in a community organization. For examples, see: <https://www.unitedwaypoco.org/> or <http://business.portagecountybiz.com/list/ql/family-community-civic-organizations-9> for information about community organizations in Portage County. Use similar sites in your area to find appropriate organizations for this evaluation process.

## Topic Outline/Schedule

**Important Note:** Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact me. Additionally, I have done my best to change references to our online learning module to CANVAS from D2L (used prior to Fall, 2019). CANVAS, not D2L, is the tool we will be using if you see D2L in any materials, etc.

### NOTE TO STUDENTS

Plagiarism, which is defined as the unacknowledged use of another's words, writing or ideas as if they were one's own, may result in an automatic "F." Violations of Academic Honesty may also be subject to action by the Dean. See Student Handbook or College Catalogue for details. If you have questions on how to cite sources the UWSP College Library has links to assist you. Please go to <http://libraryguides.uwsp.edu/citation> for more information.

I will be using "Turnitin" for all assignments, which does a check for plagiarism. In almost all cases, it will show up to 20% on the score, however that should not alarm you. Scores higher than that may be reviewed by me.

## COL / FN 700 Course Calendar

All assignments are due by 11:59 PM on the due date indicated.

**FIRST DAY OF CLASSES: Tuesday, September 2, 2020**

**Extra Credit DUE Sept. 9**

**Semester Projects:** These are the three major assignments for the course and are due later in the semester, however I would plan time throughout the semester to work on them. Additionally, I would check the first week of class what the requirements are for the specific assignment. None of these are the types of assignments where you can an “all-nighter” to complete it. Trust Me!!!

### **Week 1- COURSE INTRO**

1. **Carefully read** through the Syllabus, APS, and Online Discussion Rubric
2. **Begin** to complete the **Collaborative Leadership Self-Assessment assignment**. This will be **submitted** to the **Self-Assessment** by Sept. 27.
3. **Read-** chapter 1- Historical Perspectives of Coalitions

### **Week 2: BUILDING COMMUNITY**

1. **Post** your responses in the **discussion section** of Canvas for the following topics:

- Introducing & Defining Yourself
- Social Identity
- Building Community
- Personality

(Please have posted **by Sept. 20**. These assignments are found in the content section on Canvas under week 2)

2. **View-** the PowerPoint- Building Class Community

### **Week 3: MISSION, VISIONS, VALUES**

1. **Read-** articles: Leadership and Developing Diversity  
Understanding culture and diversity in Building Communities  
Inclusion to create community  
Building Community, the human side of work
2. **Complete-** the **Leadership, Culture/Diversity & Inclusion** assignment-**submit** by Sept. 27.
3. **Submit-**six Collaborative Leadership Self-Assessment Exercise to **Self-Assessment** by Sept. 27.

### **Week 4: MISSION, VISIONS, VALUES cont.**

1. **View-** the power point- Creating Mission, Vision and Values in Community
2. **Read-** through **Creating a Mission Statement** pdf.
3. **Complete-** the **Mission Statement Assignment** and place it in the “Mission Statement” by Oct. 4.

### **Week 5: COMMON LANGUAGE & INTRO TO COLLABORATIVE LEADERSHIP**

1. **Read** Chapter 2 - Principals of Collaboration and Partnering: Coalitions Defined
2. **View** Intro to CL Common Language PowerPoint
3. **Read-** 11 practices of Collaborative Leaders
4. **View-** Preparing Collaborative Leaders PowerPoint

**Week 6: FOUNDATIONS OF LEADERSHIP & COLLABORATION**

1. **Read-** chapter 4 - The Community Coalition Action Theory and Leadership in the 21<sup>st</sup> Century article
2. **Complete Building Community: A Comparison of Models Assignment** by Oct. 18.

**Week 7: ASSESSING THE ENVIRONMENT**

1. **Read-** Assessing the Environment – Participant’s Guide
2. **Skim-**21<sup>st</sup> Century Map article
3. **Complete** the **Assessing the Environment assignment** by Oct. 25.

**Week 8: CREATING CLARITY**

1. **Read-** Creating Clarity- Participant’s Guide and Proclaiming Your Dream article
2. **View-** Creating Clarity PowerPoint

**Week 9: BUILDING TRUST**

1. **Read-** Building Trust- Participant’s Guide
2. **View-** Building Trust PowerPoint
3. **Complete- Building Trust assignment** and **submit** by Nov. 8.

**Week 10: SHARING POWER AND INFLUENCE**

1. **Read-** Sharing Power and Influence- Participant’s Guide
2. **Complete-Sharing Power and Influence** assignment & submit it by Nov. 15.

**Week 11: DEVELOPING PEOPLE**

1. **Read-** Developing People- Participant’s Guide
2. **Complete-**the **Developing People assignment** and “meet” with your group by Wed, Nov. 25. **Post** your Final Top 10 List by Nov. 29.

**Week 12: SELF REFLECTION**

1. **Read-** Self Reflection- Participant’s Guide and the Power of Positive Thinking article
2. **Complete** the **Emotional Intelligence assignment** and **submit** it to the drop box by Dec. 6.
3. **Submit** PowerPoint for your community organization observation/evaluation assignment by Dec 6.

**Week 13: OFF- Thanksgiving**

**Week 14: WORK TO COMPLETION TIME**

**Submit-** Personal and Professional Leadership Plan by Dec. 11.

**Last Day of Classes:**

**Dec. 11**

**Final Exams:**

**Dec. 14-18** (No exam/assignments during this week.)

POINTS	DESCRIPTION	DUE DATE
Extra Credit	<b>Introduce Yourself</b>	Due Sept. 9
50 points	<b>Written Essay</b> – Describe how the collaborative process has developed and become effective in solving identified community problems. Guidelines, grading rubric & sample provided on Canvas.	Due Nov. 1 <i>Develop a timeline of work throughout the semester.</i>
50 points	<b>PowerPoint Assignment-Select and visit/observe a community group at least twice during the semester. Provide an overview of the group and an evaluation of their use of the six key practices of collaborative leadership. Prepare a PowerPoint presentation in Canvas. Guidelines and rubric provided on Canvas</b>	Due Dec 6 <i>Develop a timeline of work throughout the semester.</i>
60 points	<b>Personal and Professional Leadership Plan-</b> A written plan that expands your personal and professional collaborative leadership skills in the six practices of an effective collaborative leader. Template provided on Canvas.	Due Dec. 11 <i>Develop a timeline of work throughout the semester.</i>
10 points	<b><u>ONLINE DISCUSSION:</u></b>	Sept. 20
10 points	• Introducing/defining yourself	Sept. 20
20 points	• Social identity	Sept. 20
20 points	• Building community	Sept. 20
20 points	• Personality	Sept. 20
25 points	• Building community: A comparison of models	Oct. 18
25 points	• Assessing environment (Oct. 25)	Oct. TBD
20 points	• Developing people	Nov. 29
20 points	<b><u>WRITTEN:</u></b>	Sept. 27
20 points	• Self-Assessment	Sept. 27
20 points	• Leadership, culture/diversity & inclusion	Oct 4
20 points	• Mission statement	Nov 8
25 points	• Building trust	Nov 15
20 points	• Sharing power & influence	Dec 6
20 points	• Emotional intelligence	Dec TBD
10 points	• Peer reviews (Dec. 11)	
<b>425 pts</b>	<b>TOTAL</b>	<b>DEC. 11</b>

## Student Expectations

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download and upload documents to Canvas
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online

- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

## Grading Policies

### Graded Course Activities

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed above.

### Participation

Students are expected to participate in all online activities as listed on the course calendar.

### Complete Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade. Be sure to save all work in case technology becomes an issue.

### Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval. Point values will be reduced for any assignments that are late and not excused prior to the due date.

### Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points.

Your instructor will update the online grades each time a grading session has been complete. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.



## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

<b>Letter Grade</b>	<b>Percentage</b>
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
F	0-59%

## Technology

### Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

## **RECOMMENDED SYLLABUS LANGUAGE FOR INSTRUCTORS WHO INTEND TO USE APPLICATIONS OR SERVICES THAT HAVE NOT BEEN APPROVED BY UW-SYSTEM**

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [UWSP Handbook Chapter 9 Section 5]

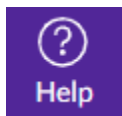
### **Course Technology Requirements**

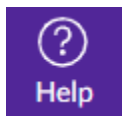
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - Webcam (optional)
  - Microphone (optional)
  - Printer (assignments submitted online)
  - A stable internet connection (don't rely on cellular)**(SAVE ALL ASSIGNMENTS)**

### **UWSP Technology Support**

- Visit with a [Student Technology Tutor](#) (link currently not functioning)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - IT Service Desk Phone: 715-346-4357 (HELP)
  - IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## Canvas Support



Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<p><b>Ask Your Instructor a Question</b> Submit a question to your instructor</p>	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your difficulty.
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a> .
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## Course Policies

### Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be

perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions must be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. *Journal of Online Learning and Teaching*, 6(1). Retrieved from

[http://jolt.merlot.org/vol6no1/mintu-wimsatt\\_0310.htm](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm)

Shea, V. (1994). *Netiquette*. Albion.com. Retrieved from:

<http://www.albion.com/netiquette/book/>.

## Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

## Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider un-enrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving

student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

## **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned approved by the instructor and department. All incomplete course assignments must be completed within the required time as determined by the university, college, department and instructor.

## **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

### **Statement of Policy**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

## **Commit to Integrity**

As a student in this course (and UWSP) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom.

## **UWSP Academic Honesty Policy & Procedures**

### **Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and

integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

## **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.