Instructor: Derek Lester, PhD  
Office Location: Universities Center at Dallas; 1901 Main Street, Suite 430; Dallas, TX 75201  
Office Hours:  Monday, 9am - 5pm; Wednesday & Thursday, Noon to 5pm; and by appointment  
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Office Fax: (214) 915-1903  
University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:  
Textbook(s) Required: 


Course Description: 
Curriculum development, organizing for instruction, evaluation, and other community college leadership skills will be emphasized, particularly as they apply to strategies for faculty development to enhance teaching and learning.  

Student Learning Outcomes: 
• To identify major obstacles to change in the instructional programs of community colleges.  
• To recognize the imperative and the opportunities for change in the instructional programs of community colleges.  
• To understand the principles upon which a learning college may be built.  
• To understand the potential that technology has to help change the instructional programs of community colleges.  
• To understand the basic organizational arrangements that community colleges employ to deliver instruction.  
• To identify those who are the primary instructional leaders in community colleges.
• To identify the roles and responsibilities of instructional leaders in community colleges.
• To identify the qualities of effective community college instructional leaders.
• To understand the issues and challenges that face community college instructional leaders.
• The student will develop their knowledge and understanding of the content through in-class discussions and presentations.

COURSE REQUIREMENTS
Instructional / Methods / Activities Assessments
Reading Commentary and Questions
Students will write a 2-page reflection for each chapter of Eddy’s Community College Leadership: A Multidimensional Model for Leading Change. Reflections may be on any topic addressed in the reading. Reflections are due the day of the class discussion for the related chapter.

For each assigned and selected ASHE Reader article, students will supply a half page summary (3-5 sentences), and 3-5 questions for each of the assigned articles.

Student Led Article Discussion
Throughout the semester, each student will lead several group discussions of selected readings. The purpose of this assignment is for individual students to gain a depth of knowledge about selected readings over the course of five weeks. Turn into me a one-paragraph summary of the article and the six questions on the day or your presentation Discussion sessions for each article will run 20-30 minutes. Discussants are to be prepared with at least six questions to ask their colleagues.

The format of the presentation is as follows:
• Introduce the Article
• Describe the main points of the article
• Apply the information to an university/college setting
• Complete the session with a summary of the content and class questions

Research Paper
Students will write a 15-page historical research paper of any (instructor approved) college instructional leadership topic. This assignment will be graded based in three segments: Proposal, research paper, and presentation.

The proposal is a 1 to 3-page outline of:
• Your scholarly/professional interest of an issue
• University/College Setting
• Instructional Interests

The final research paper format will include:
• Introduction of the Topic: Professional Setting and Instructional Focus
• Outline of the university/college professional setting
• Instructional Focus
  o Define: Programs, Instruction, Pedagogy
Leadership Focus
Application of Leadership to an Instructional Area
  o What Is to be Changed
  o How will change occur
Conclusion
APA Bibliography

A research presentation will include:
  • A 12 to 15-minute presentation of the research paper findings during the final course meeting.
  • The presentation’s format will follow the outline of the paper.
    o Professional Setting
    o Instructional Focus
    o Action Plan
    o Conclusion
  • The final presentation must have an accompanying Power Point presentation, or some other multi-media presentation format.
    o Use about 10 slides for the presentation.
    o Keep content on each slide to a bare minimum, and do not read off the slides.
    o Use of videos or photographs is encouraged.

Attendance Policy
Class attendance is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. One absence will not affect a student’s grade. A second absence will result in a 10% reduction of the total course grade. The third absence will result in a failing grade for the course.

Participation
Ten percent of the total course grade is dependent on individual students’ class participation. Every student is expected to contribute to class discussion every class period. One point is earned per day.

Writing Requirements
All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:
  • Completeness of response to the assignment: 55% of grade
  • Organization and coherence: 30% of grade
  • Appropriate grammar, punctuation, spelling: 10% of grade
  • Use of disciplinary format and citation style: Paper displays correct use of student’s disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation: 5% of grade

Grading
  • Student Led Article Discussion (30%)
• Summation of main ideas/points – 10 minutes
• Discussion of an article, with 5 questions (outline analysis, synthesis, context, application) – 20 minutes
• Write-up of main points and discussion questions, 2-3 pages

• Research Paper (30%)
  o 2-page proposal (Research paper topic, sources) (2%)
  o 15-page research paper (18%)
  o Presentation (10%)
• 2-page commentary of EACH week’s assigned Eddy reading, 2 pts. each (14%)
• 3-5 questions for each assigned article, total 8, 2pt each (16%)
• Participation (10%)

A = 4.0 = 90-100%
B = 3.0 = 80-89%
C = 2.0 = 70-79%
D = 1.0 = 65-69%
F = 0.0 = <65%

TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research are required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit http://www.tamu-commerce.edu/library/

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
Email me at Derek.Lester@tamuc.edu. I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views
As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask him or her why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty
Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor’s discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total.
Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

**Technology Use**
Personal use of computers, cell phones, or tablets is not permitted during the class session.

**Late Assignments**
An electronic and hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

**Examination Policy**
Exams are timed and closed book.

**Religious Holidays Policy**
Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

**Writing Center**
Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at: [http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx](http://web.tamu-commerce.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx)
Also, I am available to help with the writing process during office hours and by appointment.

**University Specific Procedures:**
**Students with Disabilities:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

**Student Conduct**
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)
# COURSE SCHEDULE FOR SUMMER I 2012

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<th>Reading(s)</th>
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<td>Faculty/Student Introductions</td>
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<td>Review Syllabus</td>
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<td>Term Project Proposal Outline</td>
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<td>Discussion: College Instructional Leadership</td>
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<td>September 8</td>
<td>Eddy</td>
<td>Chapter 1, 2</td>
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<td>Teaching &amp; Learning in the College Classroom</td>
<td>ASHE Reader</td>
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<td>Term Project Proposal Due</td>
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<td>September 15</td>
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<td>Chapter 3, 4</td>
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<td>Student Selected Readings of Two Articles</td>
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<td>Student Led Discussions of Selected Readings</td>
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<td>Chapter 5, 6</td>
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<td>Student Selected Readings of Two Articles</td>
<td>ASHE Reader</td>
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<td>September 29</td>
<td>Eddy</td>
<td>Chapter 7</td>
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<td>ASHE Reader</td>
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