INSTRUCTOR AND CONTACT INFORMATION

Instructor: Brandon Griggs, Ph.D.
Office: Warrior Hall 105
Phone: 254-519-5748
Email: Please feel free to message me in Canvas. If there is an emergency or you need quick assistance (within 24 hours), please feel free to email me at griggs@tamuct.edu. I will be in and out of the office over the semester, so I may not have 100% connectivity to my office phone. Sometimes reaching out to my email or in canvas is easier.

Office Hours: My office hours are flexible during the week, weekend, and evenings. Please email me to schedule a time to meet on-campus (during regular 8:00-5:00pm office hours) or via telephone/virtually whenever is convenient for you. Meetings are welcomed and encouraged.

Mode of instruction and course access: This course is a 100% online course and uses TAMUCT Canvas system (https://tamuct.instructure.com).

Student-instructor interaction: I check email daily. In this course I will provide regularly scheduled online meeting times on each Thursday from 12:00-1:00pm. These are not required but are encouraged and will also be uploaded into each week’s module in Canvas. During these meetings we will apply the material from our readings to higher education scenarios and case studies. These meetings are not summary of the material, so please prepare by having the reading assignments completed before these meetings occur.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at https://www.tamuct.edu/departments/security/unilert.php to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:
This course provides a survey of organizational change and corresponding leadership dynamics in the field of higher education.
**Course Objectives:**

**Student Learning Outcomes**
1. Describe fundamental theories of leadership and their application to higher education administration
2. Apply theories of Organizational Change to higher education leadership
3. Construct a personal leadership philosophy to manage change.

**Competency Goals Statements (certification standards):**
1. Graduates will be able to reference historical and current documents that state the philosophical foundations of the profession
2. Graduates will be able to apply a code of ethics or ethical principles sanctioned by a recognized professional organization that provides guidance for their work.
3. Graduates will be able to demonstrate the ability to use and critique appropriate theory to understand support and advocate for student learning and development by assessing needs and creating opportunities for learning and development
4. Graduates will be able to articulate how student learning is influenced by student characteristics and the collegiate environments.
5. Graduates will be able to identify and apply leadership, organizations, and management practices that assist institutions in accomplishing their missions.
6. Graduates will develop and maintain personal plans for professional development and habits that support life-long learning.

**Required Reading and Textbook(s):**


**Required readings:**
Deans and Department Chairs in Academic Culture Change. Studies In Higher Education, 42(12), 2301-2315.


COURSE REQUIREMENTS

Course Requirements:

**MODULE 1: Part 1-Thinking Differently About Change (10/21-11/3)**

1. **Introduction Activities**
   - Due Sunday, October 27 at 11:59pm
   - 5 points
   - At the start of the semester, you will complete a couple of tasks that will get you prepared for the course. This will include an introduction email to me and an introduction activity so that we can get to know you on the Canvas Discussion Board.
   - **A. Introduction Activity**
     - Email me the below information for the Introduction Course Email Questionnaire:
       - **a. Name**
       - **b. Do you have any concerns about taking this course, the learning outcomes, or the content covered?**
       - **c. Is there anything I should know about supporting you as a student this semester?**
       - **d. Why are you passionate about working in higher education?**
   - **B. Please post the following information on the Canvas Discussion Board under the Introduction Activity Post:**
     - **Name**
     - **Location and current place of employment (if employed)**
     - **What semester did you start the program?**
     - **What interests you most about this course? What specific topic do you want to deepen your understanding on throughout this course?**
• What is your most burning question about leading change in higher education? For example, is there a relevant news story that you have trouble understanding partially due to how we lead change during uncertainty?

2. Annotated bibliography:
Due: Sunday, November 3rd at 11:59pm
20 points possible
Students will submit an annotated bibliography for the required article readings (not the textbook), which examine and discuss organizational change in higher education. Students should focus on developing concise summarizations that overview the article purpose, general methods of inquiry, and utilizing APA formatting. A strength and weakness of the article should also be included. APA formatting is required and scholarly and reputable resources must be used.


3. Leadership interview:
Due: Sunday, November 17th at 11:59pm
25 points possible
Students will conduct one 45 to 90-minute recorded interview with an approved individual currently employed at an institution of higher education and submit a reflective essay of at least five pages. In this assignment you, as the learner, will think critically about the course content and materials to develop the questions for this interview. Interview questions should emphasize the individual’s leadership philosophy and specific questions aligned with course content goals. Make sure to spend time thinking about entry-level questions that are “surface-level” and progress to more “deep-level” questions that demonstrate your ability to comprehend the materials and engage in meaningful conversation with your interviewee. For example, after reading chapters from the Kezar text and your annotated bibliography, what burning questions do you have and what sparks your curiosity? Use this time to engage with your interviewee. This is a great learning opportunity if planned well! Students must also submit a typed copy of the interview questions and digital recordings of the interviews for verification purposes.

Criteria Total Points = 25

• Analysis (15 points): The interviewer prepared thoughtful questions that demonstrates their ability to develop a progression of surface to deep-level questions. The reflection provides the interviewee thoughtful considerations on previously held beliefs of higher education.

• Organization and Format (10 pts): Information is written according to APA guidelines with appropriate citations. Questions and reflection flow well and has a good structure. The writer presents information clearly without grammatical errors. The main source of grading on this is the typed questions. Naturally, during interviews the interviewer may deviate from script depending on the interviewee, which is appropriate and will not count against grading. Please submit a “planned question protocol” and actual protocol if you deviate.

4. Critical book review:
Due: Sunday, November 24th at 11:59pm
20 points possible

Students will submit a five-page (not including the title page) critical review of the Kezar (2018) text. The assignment must emphasize the utilization of APA formatting. At a minimum, you need to answer the following questions in your critical review:

1. What is the overarching argument in this book? Do you agree or disagree with the author’s point of view? Why?
2. In what ways would Kezar agree and disagree with other authors you have read?
3. What implications does this text have for administrators working in higher education? What implications does this text have for faculty working in higher education?
4. What element in this book do you disagree with given your knowledge and/or experience in higher education? Why? This is your ability to critically analyze the authors point(s) of view.

Criteria Total Points = 20

- **Depth of Information (8 pts):** Each item is adequately covered on requested information.
- **Analysis (8 points):** Author’s overarching argument is clearly and thoroughly presented. Application to Kezar’s frameworks and principles are evident and substantiated. The learner presents justified implications for both administrators and faculty and gives their own critical analysis of the author’s perspective.
- **Organization and Format (4 pts):** Information is written according to APA guidelines with appropriate citations. Material presented flows well and has a good structure. The writer presents information clearly without grammatical errors.

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**MODULE 3: Challenges for Change Agents in our Time (11/25-12/13)**

5. **Content Exam:**

   **Due:** December 8, 2019 11:59pm.
   **30 points possible**

   Students will be expected to prepare for a timed examination, administered online beginning Thursday, December 5 and will be available until Sunday, December 8th at 11:59pm. You will have 90 minutes to complete the exam and the Canvas timer will start once you open the exam. Once opened, you will need to complete the exam during that time. Open-ended questions will come directly or indirectly from the weekly virtual sessions and your readings. Keeping up with the readings and questions asked is vital for successfully earning an A on this exam, as you will not have time to “look up” the answers for many questions. **Working with others and/or discussing the exam and its contents while the exam is open is strictly prohibited.**

   Grading Rubric is as follows:

<table>
<thead>
<tr>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
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<tbody>
<tr>
<td>Description</td>
<td>Weight</td>
<td>Description</td>
</tr>
<tr>
<td>All Areas answered</td>
<td>Did not answer the question</td>
<td>0%</td>
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</table>
Clarity in Answer

<table>
<thead>
<tr>
<th>Clarity in Answer</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
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<tbody>
<tr>
<td>Answer is incomplete; unclear on ideas; answer is not focused on question</td>
<td>Answer is complete but lacks referencing to chapter material; relies mainly on common knowledge</td>
<td>Answer is clear, well-thought out, and complete. Good depth of understanding</td>
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Understanding of Material

<table>
<thead>
<tr>
<th>Understanding of Material</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
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<tr>
<td>Answer shows weak knowledge of material addressed in item.</td>
<td>Answer shows some understanding, but lacking details and support from readings.</td>
<td>Answer shows excellent understanding, full details and support from readings found in answer.</td>
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Posting of Grades: All student grades will be posted using the Canvas Grade book and students should monitor their grade status through this tool. Standard turnaround time for grades is one week.

Accumulation of Points: The following represent the final letter grades that can be accumulated from the course assignments.

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- Below 60 points = F

COURSE OUTLINE AND CALENDAR

Weekly Schedule and Assignments:

To maximize your learning experience in this class, EACH WEEK you should:

- REVIEW course materials and higher education news and trends
- ENGAGE meaningfully in discussion.
- REFLECT on readings and discussions and complete assignments

This schedule of topics, readings, and assignments is subject to change. Students will be given advanced notice of any changes in this schedule, as necessary. Each module will open on Monday as scheduled. All times listed/scheduled are Central Standard Time (CST).

<table>
<thead>
<tr>
<th>Week and content area</th>
<th>Key topic(s) to be covered</th>
<th>What you need to read and prepare for the week</th>
<th>What tasks you need to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Week 1 Oct. 21-27</td>
<td>Class introductions, expectations, &amp; course explanations</td>
<td>View Dr. Griggs’s course introduction video in Canvas</td>
<td>Introduction Activities</td>
</tr>
<tr>
<td>Let's Get Acquainted!</td>
<td>Read required articles for the class</td>
<td>Due Sunday, October 27 at 11:59pm</td>
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<tr>
<td><strong>Module 1</strong>&lt;br&gt;Week 2&lt;br&gt;Oct. 28 – Nov. 3</td>
<td>• Leadership theories/styles</td>
<td>Annotated Bibliography</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;Week 3&lt;br&gt;Nov. 4 - 10</td>
<td>• Organizational culture and related theories • Defining Organizational Change</td>
<td>Supplemental articles (TBD)&lt;br&gt;Kezar (2018) Text: Preface and Ch. 1</td>
<td></td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;Week 4&lt;br&gt;Nov. 11 - 17</td>
<td>• Applying organizational culture to Higher Education • Ethics of Change • Theories of Change • Types of Change</td>
<td>Kezar (2018) Text: Ch. 2-4&lt;br&gt;Leadership interview: Due: Sunday, November 17 at 11:59pm</td>
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<tr>
<td><strong>Module 2</strong>&lt;br&gt;Week 5&lt;br&gt;Nov. 18 - 24</td>
<td>• Creating Deep and Adaptive Change • Context of Change •</td>
<td>Almost there – hang on!!&lt;br&gt;Kezar (2018) Text: 5-10&lt;br&gt;Critical book review: Due: Sunday, November 24 at 11:59pm</td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;Week 6&lt;br&gt;Nov. 25 – Dec. 1</td>
<td>• Leadership and Agency of Change • Change mobilization, implementation, and institutionalization • Exam Overview</td>
<td>Supplemental Reading (TBD)</td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;Week 7&lt;br&gt;Dec. 2 – 8</td>
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<td>Exam Week</td>
<td></td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;Week 8&lt;br&gt;Dec. 9 - 13</td>
<td>• Tying in Organizational, Leadership, and Change Theories</td>
<td>LAST WEEK!!</td>
<td></td>
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**INSTRUCTOR POLICIES**

1. **Meetings:** The class primarily occurs through asynchronous work with TAMUCT Canvas. In addition, synchronous meetings could be scheduled during the course to assist students with class requirements. Advanced notice of these meetings and additional information regarding content and purpose will be provided. Each week, course content will open to students on
Monday mornings and remain open for the duration of the course. Weekly materials and assignments, when applicable, will be posted during these times for students to access.

2. **Participation**: A significant portion of our learning will occur through online dialogue. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussion boards. Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Participation points are awarded not only for logging into class, but also engagement with material and peers.

3. **Written Assignments**: All written assignments are expected to be grammatically correct, typed (not handwritten) and submitted via Canvas. Unless otherwise noted, all written work should be in APA format (12 point font, double space, 1 inch margins), and be error free (e.g., spelling, grammar, punctuation, etc.). I have found a good grammar tool that has a free version for assistance in writing – Grammarly.com. Note: this is not a replacement to services like our university writing center, but an added tool to help you in your assignments whether you are a beginning or advanced writer.

4. **Appropriate Citation**: Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. Each student is expected to complete their own work and examples of plagiarism also include: failure to use quotation marks, appropriate citation to document ideas, or using false documentation.

5. **Late Assignments**: All students are expected to complete learning tasks on schedule. As this is a graduate-level course, due dates are specified in the class schedule/syllabus and students are responsible for keeping track and meeting deadlines. Any project handed in after the due date will result in lowering your assignment grade by one letter grade (10%) for every calendar day it is late (including weekends). Most assignments are to be submitted online via the course website NO LATER THAN SUNDAY 11:59PM (known as “end-of-day”) on the due date unless otherwise stated in email or writing from the instructor.

**Copyright Notice:**
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas’ Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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**TECHNOLOGY REQUIREMENTS AND SUPPORT.**
Technology Requirements and Use of Devices in the Classroom:
Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. This is an online course,
however, we ask that you be respectful to other classmates and the faculty by turning these
communication devices to silent during course meetings that require your engagement and
attentiveness. Failure to consistently adhere to this guideline and by causing distractions will result in a
lowering of your participation grade for this course. Technology for exams are only permitted as
described in the exam guidelines which will be posted closer to the exam. Emergencies may arise from
time to time, and in these cases, please contact your faculty member so adjustments can be made.

This course will use the Canvas learning management system.

Logon to https://tamuct.instructure.com to access the course.
   Username: Your MyCT username
   (xx123 or everything before the "@" in your MyCT e-mail address)
   Password: Your MyCT password

Technology Support. For technology issues, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: http://hdc.tamu.edu
When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your instructor.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy. If you discover that you need to drop this class, you must go to the Registrar’s Office and
complete a Drop Request Form. Professors cannot drop students; this is always the responsibility of the
student. The Registrar’s Office will provide a deadline on the University Calendar for which the form
must be returned, completed and signed. Once you return the signed form to the Registrar’s Office and
wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you still
show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the
procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the
procedure, you will receive an F in the course, which may affect your financial aid.

Academic Integrity. Texas A&M University -Central Texas values the integrity of the academic enterprise
and strives for the highest standards of academic conduct. A&M-Central Texas expects its students,
faculty, and staff to support the adherence to high standards of personal and scholarly conduct to
preserve the honor and integrity of the creative community. Academic integrity is defined as a
commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this
expectation may result in a failing grade for the assignment and potentially a failing grade for the
course. Academic misconduct is any act that improperly affects a true and honest evaluation of a
student’s academic performance and includes, but is not limited to, cheating on an examination or other
academic work, plagiarism and improper citation of sources, using another student’s work, collusion,
and the abuse of resource materials. All academic misconduct concerns will be reported to the
university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never
an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please
contact your instructor before taking a course of action.
Access & Inclusion. At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at https://www.tamuct.edu/departments/access-inclusion/. Any information you provide is private and confidential and will be treated as such.

Tutoring. Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on https://www.tamuct.edu/departments/academicsupport/tutoring.php

University Writing Center. Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 11am-6pm Monday-Thursday. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library. The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are
available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: https://tamuct.libguides.com/