



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 526: Change Management**

3 Credits
Effective: Winter 2015/2016

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course prepares candidates to become facilitators of change management through continuous school improvement. Candidates study and experience practical strategies for managing change processes associated with continuous school improvement including assessing and analyzing student achievement data, creating collaborative school cultures, and designing change initiative action plans. Candidates build a School Leader's Toolbox equipped with research-based strategies.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Strong communication and interpersonal skills

COURSE OUTCOMES

In this course, learners:

- Apply the principles of change management
- Account for planned school improvement, accreditation processes, reform, renewal, innovation, democratic practices, data-driven assessment systems
- Practice the process of inquiry, strategic planning

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Action research
- Change process
- Constructivist leadership
- Continuous school improvement
- Location, evaluation, application of professional and scholarly information
- School accreditation
- School-community connections
- Shared decision making
- Teamwork
- Total Quality Management
- Transformational leadership

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Participation	20%
Equity Analysis and Recommendations	20%
School Leader's Toolbox	20%
Change Initiative Action Plan	20%
Change Initiative Action Plan Presentation	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives. Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. Instructors may determine and communicate other participation requirements.

<i>Components</i>	<i>% of Grade</i>
Contributions to Discussions	30%
Content and Cognition	40%
Oral and Written Communication	30%
TOTAL	100%

Equity Analysis and Recommendations

Candidates gather, review, and analyze data to make recommendations for improvements in student learning that could be presented to a school's leadership and staff at a committee or faculty team meeting. The analysis may address: unique or unaddressed needs, problems and concerns of students; groupings of students that perform below desired proficiency levels; positive and/or negative climate issues; or practices and accomplishments that the school can recognize and celebrate. Selected data represent a "picture" of the school in relationship to equity and excellence for all learners and are expected to address diversity (e.g., ethnicity, gender, language, socioeconomic status) of students, staff, and community; program offerings; achievement data; and other relevant information such as discipline referrals, graduation rates, participation in athletics and activities, and financial resources available for school improvement.

Candidates prepare a 5-7 page report that is a profile of the school and its culture based upon data from more than one source; analyzes the data; and makes recommendations for improvements. Include references, data tables, charts, graphs and the like as an appendix; do not count them as part of the report. Candidates submit this paper as directed by the instructor.

This assignment serves as the first section of the Change Initiative Action Plan.

<i>Components</i>	<i>% of Grade</i>
Data Sources, Analysis, and Findings	50%
Recommendations	40%
Professional Writing	10%
TOTAL	100%

School Leader's Toolbox

Transformational Leadership is about building capacity within individuals and within the school system to create empowered, purposeful, and professional learning communities. The School Leader's Toolbox includes research-based strategies that improve schools from within. The tools selected for the Toolbox should help build the capacity for change and professional growth within school faculty teams, committees, departments, and professional learning communities. The Toolbox is designed to assist an educational leader in facilitating change in a school, program, and/or school system. This assignment is based on the premise that school leaders need to locate and evaluate the techniques, strategies, processes, and tools that they can be applied successfully in different settings and situations to positively impact student learning and school improvement. The leaders' toolbox should be a vital resource for leading and managing change-focused school improvement activities. Candidates share and submit this assignment as indicated by the instructor.

<i>Components</i>	<i>% of Grade</i>
Content and Organization	60%
Professional Communication	30%
References	10%
TOTAL	100%

Change Initiative Action Plan

A Change Initiative Action Plan provides a logical, manageable means to solve a problem identified through a data-driven school improvement process. For this assignment, the Change Initiative Action Plan focuses on a real identified problem in a real school. Candidates use a problem identified in the Equity Analysis and Recommendations assignment as the basis for this action plan. The plan links needed change to one or more of the Nine Characteristics of High Performing Schools and to one or more school and district goals. This assignment gives candidates leadership planning experience needed to manage change leading to improved school performance.

The plan describes the school's vision for learning and equity, uses evidence and data to describe the learning community, and states the problem addressed by the plan. (Candidates adapt the Equity Analysis and Recommendations assignment for these purposes, shown as components 2-4 in the list below.) The plan considers applicable, alternative, research-based solution strategies and, from them, chooses a most promising solution. The plan articulates a goal and measurable objective(s). The procedures section of the plan describes who will lead and participate in developing and implementing the plan, the plan's action steps, budget, timeline, and resources, including internal (i.e., teacher, student) and external (community, public relations, federal and state laws) resources. The plan addresses possible resistance factors and anticipated obstacles and strategies to resolve resistance and prevent or solve the anticipated obstacles. The plan includes an evaluation design with multiple assessments for monitoring the implementation of the plan and benchmark measurements of the extent and nature of the change initiatives' success. The plan describes ways to celebrate progress and success. The references page lists 3-5 scholarly or professional sources. Appendices show evidence needed to support the plan.

The instructor determines whether candidates may perform this assignment individually or as a member of a project team. The product for this assignment is a written plan. The length of the written action plan reflects the complexity of the change(s) proposed. Candidates submit and share plans as indicated by the instructor.

Components of Change Initiative Action Plan: Vision statement; description of the Learning Community (supported by data and artifacts); problem statement (supported by a needs assessment and data analysis); goal statement and objectives; procedures (intervention strategies, responsibilities, resources, budget, timeline, anticipated obstacles and strategies for surmounting them); evaluation design (assessment instruments, measures of success); celebration plan; references (cited using APA guidelines); and appendices that support action plan (i.e., graphs, charts, letters).

<i>Components</i>	<i>% of Grade</i>
Content	30%
Analysis	30%
Reflection	20%
Communication	20%
TOTAL	100%

Change Initiative Action Plan Presentation

Individual candidates or teams present their Change Initiative Action Plans. Each action plan will be presented to classmates and the instructor in ways that engage them in understanding needs and solution strategies of the action plan. Students are encouraged to be creative as to how the action plan is presented.

Copies of the action plan and presentation, including handouts or other materials must be presented to the

instructor and classmates at the time of the presentation. The presentation of the plan should use a PowerPoint set of slides, or equivalent or higher multi-media. The instructor will clarify the presentation format. If in-person, the individual or team presentation time is limited to 7-10 minutes.

<i>Components</i>	<i>% of Grade</i>
Content	20%
Analysis	20%
Reflection	20%
Communication	20%
Peer Evaluations	20%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course

development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.