

EEA 545: Change Management with Global Perspectives

School of Education and Leadership

3 Credits

Effective Date: Spring 2022

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.

Prerequisite Courses: N/A

FACULTY INFORMATION

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

CONTACT INFORMATION

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

COURSE DESCRIPTION

Future leaders will consider the present as well as the future —personally, professionally, and academically – as they relate to their worldview, evolving global perspectives and applicable change management perspectives. Students evaluate change in both the individual and the educational organization. Students become facilitators of change management through continuous learning, development, and school improvement work. Students engage in [a review of their experiences](#) and learning in the program, consider current and emerging trends in education on larger, national, and global scales, and integrate their learning in developing a school plan that covers/touches on/considers/emerges out of what they have learned in the program.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Demonstrate knowledge of global issues such as cultural differences and sustainability affecting education.
- Apply the principles of change management with a global perspective
- Evaluate their learning throughout the program
- Evaluate school improvement, accreditation processes, reform, renewal, innovation, democratic practices, data-informed assessment systems
- Evaluate emerging trends and needs
- Develop the process of inquiry and strategic planning

ADDITIONAL INFORMATION

Declaration of Inclusion

The CityU master’s in educational leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely-abled communities

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential.

City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)https://plancanada.ca/](https://plancanada.ca/)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course's objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

GRADING SCALE

The grades earned for the course will be calculated using CityU's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work to understand how it will be assessed.

COURSE ASSIGNMENTS AND GRADING

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

Overview of Required Assignments	% of Final Grade
School Leader's Toolbox	20%
Global Perspectives Report	40%
Change Initiative Action Plan	30%
Preparation and Participation	10%
TOTAL	100%

Course Assignment Details

School Leader's Toolbox (20% of Final Grade)

Transformational Leadership is about building capacity within individuals and within the school system to create empowered, purposeful, and professional learning communities. The leaders'

toolbox is a vital resource for leading and managing change-focused school improvement activities and considers both local and global constructs such as sustainability and indigeneity. The Toolbox includes research-based knowledge, aptitudes, and strategies that improve schools from within while being mindful of forces and conditions beyond the school. This assignment is based on the premise that school leaders need to locate and evaluate the techniques, strategies, processes, and tools that they can apply successfully in different settings and situations to positively impact student learning and school improvement.

The Toolbox is designed to assist an educational leader in facilitating change in a program, school, and/or district. Students construct a descriptive listing of tools (knowledge, aptitudes, and strategies) they could use to foster change in enhancing their learning communities. 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. Students share and submit this assignment as indicated by the instructor.

Components	% of Grade
Content and Organization	60%
Professional Communication	15%
School Improvement Planning	15%
References	10%
TOTAL	100%

Global Perspectives Report (40% of Final Grade)

Increasingly, educators need to realize their schools are set within local, district/division, regional, provincial, territorial, national, and global contexts. Students develop awareness of environmental, sociocultural, and geopolitical forces operating within these spheres. Students gather, review, and analyze data about global issues, challenges, opportunities, and trends, especially as they influence education. Students identify 3-4 unique or unaddressed needs, opportunities, problems, and trends as they relate to needs and concerns of students, staff, parents, and other stakeholders, and analyze, examine, and develop recommendations to address these needs. Working in groups, student groups submit a 6–8-page report of their findings and recommendations, utilizing available scholarly and professional literature to support their findings and recommendations; as well, they will present their findings to the class. This represents an opportunity for students to develop a "big picture" view of education in its many contexts and respond locally to these dynamic global realities.

Components	% of Grade
Culturally Responsive Teaching	20%
Data Sources, Analysis, and Findings	20%
Recommendations	30%
Professional Writing	10%
Oral Presentation	20%

TOTAL	100%
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Change Initiative Action Plan (30% of Final Grade)

A Change Initiative Action Plan provides a logical, manageable means to solve a problem identified through a data-informed school improvement process. For the purposes of this assignment, students select either an issue identified in the *Global Perspectives Analysis and Reflection* assignment OR a problem/issue evident in their current school as the basis for developing the Action Plan. This assignment provides students with the opportunity to undertake comprehensive planning for improved school performance.

The Plan describes the school’s vision for learning and equity, uses available evidence and data to describe the learning community, and identifies the problem to be addressed by the plan. The Plan considers applicable, alternative, research-based solution strategies and, from them, selects a most promising solution and develops a plan to realize the desired change.

Components of Change Initiative Action Plan:

- A. Title Page
- B. Vision Statement
- C. Description of the Learning Community (supported by data and artifacts)
- D. Problem Statement (supported by a needs assessment and data analysis)
- E. Goal Statement and Objectives
- F. Procedures (intervention strategies, responsibilities, resources, budget, timeline, anticipated obstacles, and strategies for surmounting them)
- G. Evaluation Design (assessment instruments, measures of success)
- H. Communication & Celebration Plans
- I. References (cited using APA guidelines)
- J. Appendices that support action plan (i.e., graphs, charts, letters)

Students 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.

Components	% of Grade
Issue Analysis	50%
Improvement Plan	30%
Professional Writing	20%
TOTAL	100%

Preparation and Participation (10% of Final Grade)

Students maximize academic value for themselves and for classmates by participating in learning activities as assigned and recommended. Participation means preparing independently,

contributing to discussions, collaborating with others, and adding academic value through those iterations.

Components	% of Grade
Contribution to Discussions	50%
Collaboration Skills	25%
Quality of Contributions	25%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus and in the Learning Management System classroom.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students 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 Harassment

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 CityU policy. CityU 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> <https://www.cityu.edu/about-cityu/student-right-to-know/> 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 always 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 and Procedure for the prevention of discrimination, harassment and bullying can be found on the [CityU in Canada](#) website.

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 under Student Rights and Responsibilities on the page titled Academic Integrity Policy.

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 Assignment 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 Resources

Students with a 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 206.239.4752 or visit the Disability Support Services <https://my.cityu.edu/pages/disability-support-services> <https://my.cityu.edu/department/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 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 <https://cityu-seattle.libanswers.com/>, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request your username and password.