



EDLE 6150 Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: EDLE

Course and Section #: 6150-001

Course Title: Operations and Management, Part 2: Communication, Strategic Planning, Hiring, Performance Evaluation

Credits: 3

Course Description

Explores school communication, planning, human resources, and evaluation as primary themes in school management and operations. Provides an overview of current K-12 management conditions and theory; the role of legislation, policy, and leadership on the four primary themes. Prepares students to communicate with stakeholders, strategically plan for school improvement, know best practices in the hiring and retention of public-school staff.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Dale Cox

Student Learning Outcomes

1. Evaluate the role of communication in organizational improvement, leadership, management, and program evaluation. (UELS 1.4, 4.1)
2. Apply various communication methods to create an inclusive environment for all stakeholders. (UELS 4.2)
3. Create new oral and written communications related to organizational leadership.
4. Evaluate the role of strategic planning and systems thinking in school improvement. (UELS 1.1, 1.2, 1.5, 6.3, 6.4, 6.5)
5. Analyze methods and process for program creation, evaluation, and sustainability in the planning process. (UELS 1.1, 1.2, 1.5, 6.3, 6.4, 6.5)

6. Evaluate the role of Human Resource best practice, law, and procedures in K-12 environments. (UELS 3.1, 3.2, 3.6, 5.1, 5.3)
7. Analyze the hiring processes at local school. (UELS 3.1, 5.1)
8. Analyze evaluation methods for teachers, staff, and other employees in K-12 environments. (UELS 2.3, 2.4, 2.5, 6.2)

Course Materials and Texts

Required Texts

- Bolman, G. L. & Deal E. T. (2013). *Reframing Organizations: Artistry, Choice, and Leadership*. 7th ed. San Francisco, CA: Jossey-Bass.
- Lencioni, P. (2002). *The Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass.
- Arbinger Institute (2019). *The Outward Mindset*. Oakland, CA: Berrett-Koehler.

Other Materials: SchoolSims online simulations: login and use details will be provided in class. Supplementary materials and readings, if assigned.

Course Requirements

Course Assignments, Assessments, and Grading Policy

- **Learning Reflections** (readings, guest speakers). (100 points). Reflections and summaries of learning from chapter and article readings, guest speaker presentations, and other assignments.
- **Case study analyses**. (100 points). Analyses of case studies using a course template.
- **Quizzes**. Short quizzes after class presentations.
- **HR Audit**. (200 points). Review and report of a school's hiring and selection processes.
- **Course Topics Principal Interview**. (200 points). Report and review of an interview with a school principal covering course topics.
- **Review and Critique of a School's Communications**. (200 Points). Review and critique of a school's communications tools and processes, including social media.
- **Final: Strategic Improvement Workshop**. (500 Points). Apply course learning to preparing a vision/mission driven workshop for a school staff and community leading to a long-term improvement plan.
- **State Competency Clinical Assignments**. (200 Points each). Complete assigned state competency activities and submit mentor approval form for each.

Grade	%
A	100–94
A-	93.9–90
B+	89.9–86
B	85.9–83
B-	82.9–80
C+	79.9–76
C	75.9–73

Required or Recommended Reading Assignments

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Complete reading reflections on the assigned chapters, using the course template:

- *Reframing Organizations*. Bolman and Deal, Chapters 9-18, 21 (7th Ed.) Topics: Political Frame, Symbolic Frame, Integrating the Four Frames.
- *The Outward Mindset*, Arbing Institute, 2019. Parts 1-3.
- *The Five Dysfunctions of a Team*. Lencioni, P. (2002). All chapters.

General Description of the Subject Matter of Each Lecture or Discussion

Week	Text Readings	Lectures
1	Bolman and Deal, Ch. 9	•Course overview •Political Frame •Review of program completion requirements
2	Bolman and Deal, Ch. 9	•Political Frame •PRAXIS review •HR and HR Processes
3	Bolman and Deal, Ch. 10-11	•Political Frame •Panel of Graduates
4	Bolman and Deal, Ch. 12	•Symbolic Frame •HR and HR Processes
5	Bolman and Deal, Ch. 13-14	•Symbolic Frame •HR and HR Processes
6	Bolman and Deal, Ch. 15-16	•Applying the Four Frames to Leadership •Communications and Communities
7	Bolman and Deal, Ch. 17-18	•Communications and Communities
8	Bolman and Deal, Ch. 21 (7 th Ed.) (Ch. 20 in earlier Editions: "Putting it all Together") The Outward Mindset, Part 1	•Strategic Planning/Action Planning
9	The Outward Mindset, Part 1 (in process	• Strategic Planning/Action Planning

Week	Text Readings	Lectures
11	The Outward Mindset, Part 1	• Strategic Planning/School Improvement Planning: Get There Early, Schooling By Design • Performance Evaluations
12	The Outward Mindset, Part 2	•Community Relations and Communications: Ruby Payne, Culture Map
13	The Outward Mindset, Part 2	•Community Relations and Communications
14	The Outward Mindset, Part 3	•Integrating communications, HR, community relations, systems
15	The Outward Mindset, Part 3	Final Wrap Up

Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

9. Brainstorming and refining your ideas;
10. Fine tuning your research questions;
11. Finding information on your topic;
12. Drafting an outline to organize your thoughts; and
13. Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). **Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI.**

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.