UVU UTAH VALLEY UNIVERSITY™

EDLE 6160 Master Course Syllabus

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

Semester: Spring
Course Prefix: EDLE
Course Title: Developing Positive School and Community Culture

Year: 2025
Course and Section #: 6160-001
Credits: 3

Course Description

Introduces students to critical concepts about building a school culture that leverages the strengths of collective solutions. Analyzes current issues and best practices in engaging all students, global educational contexts, and student and staff wellness. Identifies leadership skills required to effectively manage change within the school setting. Introduces assessments to use in identifying challenges and summarizing impact of PLC fairness, transparency and trust.

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. Build a collaborative professional environment within the school and surrounding community. (UELS 1.1, 1.4, 2.2, 3.5, 7.3)
2. Develop an equitable and culturally responsive school community. (UELS 4.4, 5.1, 5.2, 5.4, 7.1, 7.2, 7.5)
3. Use various communication formats with stakeholders.
4. Manage professional discourse within a school and community to achieve beneficial outcomes. (UELS 1.1, 2.2, 5.2, 6.5)
5. Analyze the impact of global issues and educational practices in their international contexts on public education in the US, particularly in relation to diversity in US schools. (UELS

Course Materials and Texts

- Richard DuFour, Rebecca DuFour, et al. (2021). Revisiting Professional Learning Communities at Work: Proven Insights for Sustained, Substantive School Improvement, 2nd Edition. Bloomington, IN: Solution Tree.

- Muhammad, A. (2018). *Transforming School Culture: How to Overcome Staff Division*. Bloomington, IN: Solution Tree.

- Harvard Business Review. (2017). *The Harvard Business Review Manager's Handbook: The 17 Skills Leaders Need to Stand Out*. Boston, MA: Harvard Business School Publishing Corporation. (This book will be used in several courses.)

Other Materials: SchoolSims online simulations: login and use details will be provided in class. Supplementary materials and readings, as 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.
- **Analysis of a current PLC's process and culture. (200 points).** Evaluate a school or team's professional learning processes and PLC work and culture. Summarize your findings, including commendations and recommendations.
- **Leadership Skills Book Presentation. (200 points).** Provide a presentation on a leadership book selected from current leadership literature. Help your fellow students understand the essential points of your reading and how to apply them.
- **Multi-Tiered System of Supports Reflection.** Participate in the implementation of a Multi-Tiered System of Supports (MTSS) process for an individual student needing interventions and for the school as a whole.
- **Understanding Community, Culture, International Contexts. (200 points).** Analyze the students and community of an individual school. Examine the multi-cultural and international aspects of the community. 1) Summarize the demographics of the school in a paragraph. 2) Select one demographic group/community within the school for a detailed review and discussion. What are the characteristics and history of this group in Utah and the US? What are the cultural strengths of this group that have implications for education?
What are the challenges this group faces related to education? How is this school addressing both the strengths and challenges of this group? Describe the commendations and recommendations you would give this school relative to addressing multi-cultural and international elements in its community.
- **Final: Leader Analysis and Reflection. (500 points).** <u>Applying principles learned in this and other courses</u>, analyze two leaders you have worked with on the basis described below. Present your analysis in a 10 slides x 10 minutes presentation. (Our intent is not to criticize other leaders but to observe and learn. Treat your subjects with professional respect and <u>keep them completely anonymous</u>.) Identify key "takeaways" you plan to implement in your own leadership.

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

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

- Richard DuFour, Rebecca DuFour, et al. (2021). *Revisiting Professional Learning Communities at Work*. Chapters 1-3, 7-8,10.

- Muhammad, A. (2018). *Transforming School Culture: How to Overcome Staff Division*.

- Harvard Business Review. (2017). *The Harvard Business Review Manager's Handbook.*

General Description of the Subject Matter of Each Lecture or Discussion

Week	Text Readings	Lectures and Topics
1	**DuFour*, PLC at Work,* Chapter 1**	PLC Basics
2	**DuFour*, PLC at Work,* Chapter 2**	• PLC rationale •Adaptive Leadership--revisit
3	**DuFour*, PLC at Work,* Chapter 3**	• PLC and Culture • Adaptive Leadership--revisit
4	**DuFour*, PLC at Work,* Chapter 7**	PLC and learning data, assessment, interventions
5	**DuFour*, PLC at Work,* Chapter 8**	Wellness Community Relations/ Communications
6	**DuFour*, PLC at Work,* Chapter 10**	Wellness
7	**Muhammed, Ch. 1**	Community Relations/ Communications Business Chemistry
8	**Muhammed, Ch. 2**	School Improvement Action Planning
9	**Muhammed, Ch. 3**	School Improvement Action Planning

10 Break		
11	**Muhammed, Ch. 4**	School Culture and Controversial Issues
12	· **Muhammed, Ch. 5** · **Lencioni, Parts 1-2**	School Culture and Controversial Issues
13	· **Muhammed, Ch. 6-7** · **Lencioni, Parts 3-4**	School Culture and Controversial Issues
14	· **Muhammed, Ch. 8** · **Lencioni, Overview of the Model, Team Assessment**	Global Issues and Education Team Development
15	**Lencioni, Understanding and Overcoming**	Team Development

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:

6. Brainstorming and refining your ideas;
7. Fine tuning your research questions;
8. Finding information on your topic;
9. Drafting an outline to organize your thoughts; and
10. 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.