

EdAd 620 School Instructional Leadership: Human Resources

COURSE SYLLABUS

Instructor: Dr. Mary Ann Webb, Assistant Professor

Office Location: Online

Office Hours: 24 / 7

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COURSE INFORMATION

Required Textbooks: None required / Resources located in document sharing

Course Description: This is an integrated School District Instructional Leadership course designed to develop candidates who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff, and develop competencies for the Standard Superintendent Certificate in school district instructional leadership of human resources.

Prerequisite: Principal certification and admission into the superintendent certification program or doctoral status.

Student Learning Outcomes:

1. The learner will be able to develop and implement a plan for determining personnel needs based on state and local policy by utilizing pupil population projections made with pupil population projection methods (e.g. cohort survival method) for projecting pupil populations.
2. The learner will demonstrate knowledge of the appropriate distribution of Human Resources Management functions.
3. The learner will be able to develop a district-wide recruitment plan that describes who will be involved, what will be provided to prospects, where recruitment will take place, and when.
4. The learner will design a personnel selection process that describes desired characteristics, requirements, steps in process, and how decisions are to be made.
5. The learner will develop a district-wide process for induction of new personnel which includes meetings new hires must attend, what information they need, and recommended support mechanisms for their initial year.
6. The learner will develop a plan for determining what kinds and types of training are needed for district teachers. This is not a staff development schedule, but the part of the planning where you decided what is needed.

7. The learner will construct a plan, based on sound theory, for district human resource activities (rewards, sanctions, etc.) designed to improve morale and motivate employees and, thereby, improve productivity.
8. The learner will examine and be able to discuss, in appropriate settings, a district-wide compensation plan that includes categories of employees, current levels of compensation and recommended levels for compensation for the coming year.
9. The learner will demonstrate knowledge of certification standards.
10. The learner will demonstrate knowledge of the legal environment affecting employment in public education.
11. The learner will demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees.

COURSE REQUIREMENTS

Instructional Methods, Activities, & Assessments

The basis of this course is to provide the student with an understanding of the functions of school district human resource functions that are important to district-level administrators. The course is online and is dependent on students doing independent reading and research necessary for successful completion of assignments. All assignments are designed to enhance students' current knowledge of human resource functions and apply that knowledge to the district level. Interaction via posting of assignments, some of which will be shared with the entire class, and contributions to discussions, will expand student learning.

Student Evaluation:

While the final grade is the sole judgment of the professor, the following scale will be used as a guide:

9 Assignments 25 points each 225 points

7 Discussion Questions 10 points each 70 points

2 Major Assignments 65 points 130 points

TOTAL 425 points

A 383-425 points

B 340-382 points

C 297-339 points

F Below 297 points

Each student is expected to post a response to each discussion question, as well as post at least one response to another student's contribution (minimum of two posts per question).

Comments such as, “I agree” are not considered added value and will not count as a post unless there is a value added statement to go with the “I agree.” Students are expected to complete each assignment and discussion question. The quality of work and submitting assignments on time and NOT completing assignments and/or discussion questions negatively affects point values and the course grade.

One way to think of assignments and discussions: If you are the district superintendent and the school board asks you to complete an assignment or project, will you do it at a 90% level; 80% level; etc?

TECHNOLOGY REQUIREMENTS

This course is web-based and some obvious technology resources will be required. Access to eCollege via the Internet and use of Microsoft Office tools are necessary to successfully complete this course.

As a student enrolled at Texas A&M –Commerce, you have access to an e-mail account via myLeo. All of my e-mails will be sent to you through the ecollege system as soon as I have an address. Please make sure that your address is correct in the ecollege system. For communication with me via e-mail, you should use Mary.Webb@tamuc.edu . It is important that you check your e-mail account for our communication on a daily basis. It is also important that you check for new class announcements on a frequent basis.

ACCESS AND NAVIGATION

eCollege Access and Login information

This course will be taught using eCollege, the Learning Management System used by Texas A&M-Commerce. To get started with the course, go to:

<https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your WID or have forgotten your password, contact Technology services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Communication during this online course will be facilitated as follows:

- I will be available via phone, 870-307-4038. I will try to return phone calls within 24 hours and will make every attempt to return calls before the end of the day (no later than 9 p.m.).
- I will check e-mail frequently during the day (Mary.Webb@tamuc.edu).

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

ASSIGNMENTS

All assignments and discussions are due at 8 am on the Monday following the designated week of the assignments and discussions.

Assignments are to be completed in a professional format, with content and writing indicative of graduate-level work. For documents completed in Microsoft Word, a professional 12-point font should be used, with the document double-spaced.

Discussion Board postings should be entered directly into the space provided. DO NOT attach a Word document for these postings. Each discussion question requires a posting and at least one response.

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Remote Assistant Professor

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