



EDAD 620

School District Instructional Leadership: Human Resources.

COURSE SYLLABUS: Summer 2015

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Holt, C. (2014). The superintendent and human resources. In J. A. Vornberg, W. D. Hickey (Eds.), *Texas Public School Organization and Administration: 2014*. Dubuque, IA: Kendall Hunt. ISBN: 978-1-4652-4485-7

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Web based materials as assigned.

Secondary Materials:

Walsh, Jim, Kemerer, Frank, & Maniotis. (2010). *The educator's guide to Texas school Law*. Austin, Texas: University of Texas Press.

Course Description:

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success all 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:

The student will be able to:

1. Identify and understand the major functions of Human Resources Management.
2. Locate and understand personnel needs based on state and local policies for the purpose of developing a plan for pupil population projections, e.g. prekindergarten.
3. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
4. Assess a district-wide program for nondiscrimination.
5. Identify and understand the elements of a safety program and risk management inspections.
6. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
7. Investigate, evaluate, and design a district-wide induction program for new personnel that include orientation meetings, state required staff development, and support mechanisms for their initial year.
8. Examine and develop a plan for determining what kinds and types of teacher training that are needed for compliance with district strategic and improvement plans.
9. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel training that are needed for compliance with state, federal, and local compliance and district plans.
10. Examine, evaluate, and develop a district-wide compensation plan that includes categories of employees, current levels of compensation and recommended levels for compensation for the coming year.
11. Demonstrate knowledge of certification standards.
12. Demonstrate knowledge of the legal environment affecting employment in public education, e.g. personnel leaves, absences, and medical leave.
13. Understand and demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees.
14. Demonstrate an understanding of the time frames for contract renewal and submission.

15. Identify the legal requirements of a transportation program for a school district as well as emergency plans and procedure in the event of a crisis.
16. Demonstrate an understanding of the legal implication of student discipline in various settings and on student populations.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This web-based course relies heavily on written responses, interaction, and discussion. It is problem-based and inquiry oriented. Learning in this course will take place as a result of online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises in online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model.

Assignments

Student Learning Outcomes: 1-16

Assessment Method: Assignments will take several forms including independent research and writings.

Discussions

Student Learning Outcomes: 1-16

Assessments: Class participation grades will be determined by the professor. Each on-line forum will be graded using the Discussion Forum Rubric.

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Participate online at least two **weekdays** each week by responding to prompts and responding to the answers of others. Participate in endeavors with the goal of contributing meaningfully and

implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions and online. You must do more than complete assignments; you must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions.

Exams

Student Learning Outcomes: 1-16

Assessment Method: The examination may be comprised of essay questions, situational problems, T/F and M/C questions.

Grading

Grades will be determined on a total point basis as follows:

Assignments	30 %	30 Points
Discussions	15%	15
Journal	5%	5 Points
Group Project	10%	10 Points
Project: HR Interview	10%	10 Points
Exams	30%	30 Points

Final Grade will be determined as follows:

90-100	A
80-90	B
70-80	C
Less	D

Caveat: This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 620. I reserve the right to amend, revise, or change the content of the syllabus as deemed necessary.

TECHNOLOGY REQUIREMENTS

This is a web based course and some obvious technological resources will be required, including: 1) access to a computer with High Speed Internet access, 2) Microsoft Excel Spreadsheet software 3) computer speakers, and 4) Word processing software (Microsoft Word)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows system and a recent version of Microsoft Internet Explorer or Google Chrome. Your online courses will also work with Macintosh OS along with a recent version of Safari. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-ommerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course Organization

The course is divided into modules that will open and close on specified dates. Generally all modules open on Mondays and close on Sundays. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

What to Do First

Download syllabus, then open and read the Introduction module. Post autobiographical information in the Student Lounge in eCollege as directed.

How to Proceed with Class Activities Each Week

1. Access and follow all course instructions found in the unit content area of the eCollege course (left navigation bar).
2. Read the assigned readings, links, and other resources provided in the syllabus and in the eCollege units. Links to documents are provided in the course units.
3. Respond to posted discussion board questions using the eCollege discussion tool. Links to the discussion boards are found under each unit content of the course on the left navigation bar of eCollege.
4. Complete and submit assignments electronically using the eCollege drop box tool/tab located in the toolbar at the top of the eCollege course window. Required assignment instructions, due dates, and submission information will be provided by the instructor via eCollege units.
5. Complete the course assignments according to the instructions provided in this syllabus and the eCollege unit content.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is the best method to contact me. TAMU-Commerce provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. Please post questions appropriate for the entire class to my eCollege Virtual Office; otherwise you may email me directly. *Please reserve the use of cell phone calls for emergencies. Please do not text me.* I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Examination Policy

Questions will require analysis and synthesis requiring the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignment due dates are posted in the assignment section of eCollege along with instructions for each assignment. All projects should be submitted in the eCollege dropbox and saved as a .doc or .docx file unless specified otherwise.

Late Work

Late work will not be accepted in the course.

Incompletes

An incomplete will not be available for this course.

Graduate Online Course Attendance Policy

A major component of this course is on line interaction with peers and the instructor. Each class member is expected to participate fully in online discussions, projects, journaling etc. each week of the course. Expectations for attendance on-line will be posted with each assignment. Learning will be segmented into weeks or units. Materials and assignments will be available to students and then close on established dates. It is important to stay on schedule with the class agenda.

University Specific Procedures:

Please see the *TAMU-C Graduate Catalog*

<http://www.tamuc.edu/academics/graduateschool/documents/catalogs/13-14catalog.pdf> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2013-2014*)

Drop a Course

"A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page." Drops should be completed according to University procedure to avoid the posting of a failing grade.

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@tamuc.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*).

COURSE OUTLINE / CALENDAR

The course is divided into modules that will open and close on specified dates. Generally all modules open on Mondays and close on Sundays. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the doc sharing tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.