



**EDAD 556.01W: Building Capacity for Effective Learning**

**COURSE SYLLABUS: Spring 2024**

**(March 18-May 10)**

**INSTRUCTOR INFORMATION**

Instructor: Dr. Mack Hines  
Office Location: Education North  
Office Hours: Upon Request  
Phone: 832-585-2731  
University Email Address: [Mack.Hines@tamuc.edu](mailto:Mack.Hines@tamuc.edu)  
Preferred Form of Communication: email  
Communication Response Time: 2-days

*The syllabus/schedule are subject to change.*

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

1. *Fowler, D. & Davis, D. (2020). Human Resources for School Leaders: Eleven Steps to Utilizing HR to Improve Student Learning.* (ISBN: 978-1-4758-3711-7)
2. *Sorenson, R., & Goldsmith, L. (2018). The principal's guide to school budgeting* (3rd. Ed.). Corwin Press. ISBN-13: 9781506389455
3. American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association

Other suggested readings and websites will be provided during the course.

### Description

EDAD 556. Building Capacity for Effective Learning. 3 Hours.

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system.

*TAMUC Graduate Catalog 2018-2019*

### Student Learning Outcomes

At the end of this course learners will be able to:

1. Evaluate the dynamics of personnel management and site-based leadership within the school setting.
2. Analyze and apply principles and procedures related to recruitment, retention, interviewing, professional development and supervision.
3. Examine the causes of and procedures for the suspension, transfer, reduction and dismissal of personnel.

*The syllabus/schedule are subject to change.*

4. Describe the standards related to human resources, budgeting and funding.

*The syllabus/schedule are subject to change.*

5. Manage the budgetary processes, practices and systems efficiently.
6. Prepare an analysis of the budgetary process as outlined in Financial Accounting System Resource Guide
7. Utilize the 20-digit FASRG expenditure codes in a simulation activity.
8. Discuss the basic school finance principles as related to the school district.

## **Texas Administrative Code Chapter 241**

### **Rule TAC 241.15\***

#### **(d) Human Capital. The principal:**

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

#### **(f) Strategic Operations. The principal:**

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;

*The syllabus/schedule are subject to change.*

- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

## **Program Principal Standards (268 Exam)**

### **DOMAIN V — STRATEGIC OPERATIONS (Alignment and Resource Allocation) Competency 009**

**The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.**

- A. \*Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
- B. \*Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
- C. \*Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning
- D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment

### **Competency 010**

*The syllabus/schedule are subject to change.*

**The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**

- A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
- B. \*Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
- C. \*Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
- D. \*Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
- E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
- F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
- G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
- H. \*Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)

**DOMAIN III — Human Capital (Human Resource Management)**

**Competency 005**

**The beginning principal knows how to provide feedback, coaching and professional development to staff through evaluation and supervision, knows how to reflect on his/her won practice, and strives to grow professionally.**

- A. \*Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. \*Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. \*Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. \*Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects

on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow

F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership

### **Competency 006**

**The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.**

A. \*Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes

B. \*Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school C. \*Creates leadership opportunities, defines roles, and delegates

responsibilities to effective staff and administrators to support campus goal attainment

D. \*Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students should be proficient in MS Word, Excel and PowerPoint.

### **Instructional Methods**

This is a fully online course. It is instructor led with a course schedule.

The course content is presented in learning modules in My Leo Online. Each module contains instructions, and the course schedule outlines the due dates. In each module, you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you on the first day of the Module and will close on the last day of the module.

As a graduate level course the instructor expects quality work from each student supported by adequate preparation and involvement.

The instructor will create a learning environment and provide guidance for engagement with the content and learning activities.

The course learning outcomes and content are aligned with the principal

*The syllabus/schedule are subject to change.*

standards and competencies. Evaluation will be based on all standards based assignments and modules completed. Assigned points will be awarded to each assignment, discussions, and other projects completed. The final course grade will be determined by the total points earned.

Assignments are designed to be learning experiences for students, and it is expected all students actively will participate in the class through discussion boards, completion of assignments and special projects.

## **Student Responsibilities or Tips for Success in the Course**

Students are required to log into the course daily, respond to discussion board prompts, submit weekly assignments, take exams and collaborate with classmates when required.

## **GRADING**

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Your final course grade consists of the following:

Assignments	40%
Discussions	20%
Project	15%
Final Quiz	15%
Journal	10%
Total	100%

## **Assessments**

**Module Assignments:** 40 Points

Each module will include readings and activity segments. Assignments related to these activities will reflect students' understanding of the topic. These assignments will be due at the end of each module and submitted as directed each week.

Learning Outcome(s): 1-8

Principal Program Competencies(s): 005,006,009,010

*The syllabus/schedule are subject to change.*



### **Discussion Forums: 20 Points**

Each module will consist of several learning activities. Also, the modules will include small discussion, reflection activities, individual learning activities, and written papers. For this course to be beneficial, each student is expected to participate in online discussions daily, to ask relevant questions, demonstrate understanding of course content, and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities content in weekly modules.

The discussion forums are related to the chapter 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 not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). The instructor will monitor discussions daily.

Learning Outcome(s): 1-8

Principal Program Competencies(s): 005,006,009,010

### **Professional Development Project: 15 Points**

This real-world exercise that allows school leaders to design and articulate a Professional Development (PD) plan for a campus (Part 1), an instructional group (Part 2) and an individual teacher (Part 3). Your project will create a model for PD planning for each of these levels. Each school leader should be able to plan appropriate PD for instructors (Competency 005) through the use of observation and data (Competency 004). These plans should be built on the Personnel Success Model found in your Goldsmith text to align the district vision and campus goals to teacher development (Competency 009). Your plan should also provide implications for future hiring, retention, coaching and mentoring of teachers (Competency 006).

Learning Outcome(s): 1-4

Principal Program Competencies(s): 004, 005, 006

### **Final Quiz: 15 Points**

Complete the exams online by accessing the eCollege exam tool. The exams will be timed and grades made available to you following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

*The syllabus/schedule are subject to change.*

The Quiz will be open book/open resource assessments. You should prepare for the exams using study guides as provided. Exams are intended to assess all the Learning Outcomes of the course at the application level.

Learning Outcome(s): 1-8  
Principal Program Competencies(s): 005,006,009,010

**Journal Entries:** 10 Points

Learning Outcome(s): 1-8  
Principal Program Competencies(s): 005,006,009,010

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

~~HYPERLINK "https://community.brightspace.com/EN/requirements/all/browser\_support.htm" href="https://community.brightspace.com/EN/requirements/all/browser\_support.htm"~~

HYPERLINK "https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\_support.htm" href="https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\_support.htm"

YouSeeU Virtual Classroom Requirements:

~~HYPERLINK "https://support.yuseu.com/en-us/articles/150073107-Basic-System-Requirements" href="https://support.yuseu.com/en-us/articles/150073107-Basic-System-Requirements"~~

HYPERLINK "https://support.yuseu.com/en-us/articles/150073107-Basic-System-Requirements" href="https://support.yuseu.com/en-us/articles/150073107-Basic-System-Requirements"

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [HYPERLINK "mailto:helpdesk@tamuc.edu" href="mailto:helpdesk@tamuc.edu"](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

*The syllabus/schedule are subject to change.*

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact the instructor, Dr. Pam Wimby, email: [HYPERLINK"mailto:pamwim@tamuc.edu" pamwim@tamuc.edu](mailto:pamwim@tamuc.edu). Please allow a 2-day response time.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

[HYPERLINK"https://community.brightspace.com/supports/contactsupport" https://community.brightspace.com/supports/contactsupport](https://community.brightspace.com/supports/contactsupport)

### Interaction with Instructor Statement

The best way to contact your instructor is through University email. While a cell phone number is provided, please be sensitive of reasonable call times. It is best to agree to a call time by email first. The instructor generally responds to emails within 24 hours depending upon the circumstances of the day.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

Our program courses do not accept late work. If faced with a serious life issue, please contact your professor for options.

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### University Specific Procedures

#### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is located at the [HYPERLINK"http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx" Student Guidebook](http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx).  
[HYPERLINK"http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx" http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx](http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx)  
[HYPERLINK"http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx" px](http://www.tamuc.edu/Admissions/OneStopShop/UndergraduateAdmissions/StudentGuidebook.aspx)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

[HYPERLINK"https://www.britannica.com/topic/netiquette" https://www.britannica.com/topic/netiquette](https://www.britannica.com/topic/netiquette)

*The syllabus/schedule are subject to change.*

## TAMUC Attendance

For information on attendance policy, see the HYPERLINK <http://www.tamuc.edu/admission/registration/attendance.asp> Attendance webpage and HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R01.pdf> Records/3999R01.  
HYPERLINK <http://www.tamuc.edu/admission/registration/attendance.asp> http://www.tamuc.edu/admission/registration/attendance.asp

HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R01.pdf> http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R01.pdf  
HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R01.pdf> es/StudentAcademic/3999R01.pdf

## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary

HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary  
HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> es/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary

HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary

HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary  
HYPERLINK <http://www.tamuc.edu/Libraries/Records/StudentAcademic/StudentAcademic/3999R03.pdf> es/StudentAcademic/3999R03.pdf Unethical Academic Disciplinary

## Students with Disabilities-- ADA Statement

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 162

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

Fax (903) 468-8148

Email: HYPERLINK "mailto:studentdisabilityservices@tamuc.edu" studentdisabilityservices@tamuc.edu

Website: HYPERLINK <http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/> Office Student Disability Resources and Services

HYPERLINK <http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/> http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

HYPERLINK "http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/" ices/

## Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual

*The syllabus/schedule are subject to change.*

orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a complete [HyPERLINK https://www.tamuc.edu/policies-and-procedures/902/902R1/Campus-Concealed-Handguns-Campus](https://www.tamuc.edu/policies-and-procedures/902/902R1/Campus-Concealed-Handguns-Campus) document and/or consult your event organizer.

Web url:

[HyPERLINK https://www.tamuc.edu/policies-and-procedures/902/902R1](https://www.tamuc.edu/policies-and-procedures/902/902R1) <https://www.tamuc.edu/policies-and-procedures/902/902R1>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## COURSE OUTLINE / CALENDAR

A detailed calendar of the course components is found in the Course. The schedule of activities and calendar are subject to change depending upon progress of the class. The course is divided into 7 modules, each lasting about one week. Modules typically open on Monday and close on Sunday.

# Course Calendar

## EDAD 556

Spring 2024  
(March 15 – May 1)

### Modules Assignments

### Assignments

Readings for each module posted within module **Due Dates**

### Due Dates

All assignments are due by **11:59**

*The syllabus/schedule are subject to change.*

**p.m. on the due date listed. Module 1**  
**Module 1**

**Module 1**  
**March 18 – March 24**

School Culture Introductions Discussion March 24, 2024 M1 Discussion 1 March 24, 2024 Module 1  
Assignment March 24, 2024 M1 Journaling March 24, 2024 **Module 2**  
Introductions Discussion March 24, 2024 M1 Discussion 1 March 24, 2024 Module 1 Assignment March 24,  
2024 M1 Journaling March 24, 2024 **Module 2**  
March 24, 2024 M1 Discussion 1 March 24, 2024 Module 1 Assignment March 24, 2024 M1  
Journaling March 24, 2024 **Module 2**  
M1 Discussion 1 March 24, 2024 Module 1 Assignment March 24, 2024 M1 Journaling March 24,  
2024 **Module 2**  
M1 Discussion 1 March 24, 2024 Module 1 Assignment March 24, 2024 M1 Journaling March 24,  
2024 **Module 2**  
March 24, 2024 Module 1 Assignment March 24, 2024 M1 Journaling March 24, 2024 **Module 2**  
Module 1 Assignment March 24, 2024 M1 Journaling March 24, 2024 **Module 2**  
Module 1 Assignment March 24, 2024 M1 Journaling March 24, 2024 **Module 2**  
March 24, 2024 M1 Journaling March 24, 2024 **Module 2**  
M1 Journaling March 24, 2024 **Module 2**  
M1 Journaling March 24, 2024 **Module 2**  
March 24, 2024 **Module 2**  
**Module 2**

**Module 2**  
**March 25-March 31**

Communication Module 2 Assignment March 31, 2024 M2 Discussion 1 March 31, 2024 M2  
Journaling March 31, 2024 **Module 3**  
Module 2 Assignment March 31, 2024 M2 Discussion 1 March 31, 2024 M2 Journaling March 31,  
2024 **Module 3**  
March 31, 2024 M2 Discussion 1 March 31, 2024 M2 Journaling March 31, 2024 **Module 3**  
M2 Discussion 1 March 31, 2024 M2 Journaling March 31, 2024 **Module 3**  
M2 Discussion 1 March 31, 2024 M2 Journaling March 31, 2024 **Module 3**  
March 31, 2024 M2 Journaling March 31, 2024 **Module 3**  
M2 Journaling March 31, 2024 **Module 3**  
M2 Journaling March 31, 2024 **Module 3**  
M2 Journaling March 31, 2024 **Module 3**  
March 31, 2024 **Module 3**  
**Module 3**

**Module 3**  
**April 1-April 7**

Recruitment and Selection M3 Discussion 1 April 7, 2024 M3 Journaling April 7, 2024 **Module 4**

*The syllabus/schedule are subject to change.*

M3 Discussion 1 April 7, 2024 M3 Journaling April 7, 2024 **Module 4**  
April 7, 2024 M3 Journaling April 7, 2024 **Module 4**  
M3 Journaling April 7, 2024 **Module 4**  
M3 Journaling April 7, 2024 **Module 4**  
April 7, 2024 **Module 4**  
**Module 4**

**Module 4**  
***April 8-April 14***

Mentoring, PD, Issues M4 Discussion 2 April 14, 2024 M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
M4 Discussion 2 April 14, 2024 M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
April 14, 2024 M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
M4 Professional Development Planning Project April 14, 2024 M4 Journaling April 14, 2024 **Module 5**  
M4 Journaling April 14, 2024 **Module 5**  
M4 Journaling April 14, 2024 **Module 5**  
M4 Journaling April 14, 2024 **Module 5**  
April 14, 2024 **Module 5**  
**Module 5**

**Module 5**  
***April 15-April 21***

Introduction to Finance M5 Purchasing Activity April 21, 2024 M5 Discussion 1 April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
M5 Purchasing Activity April 21, 2024 M5 Discussion 1 April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
April 21, 2024 M5 Discussion 1 April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
M5 Discussion 1 April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
M5 Discussion 1 April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
April 21, 2024 M5 Journaling April 21, 2024 **Module 6**  
M5 Journaling April 21, 2024 **Module 6**  
M5 Journaling April 21, 2024 **Module 6**  
April 21, 2024 **Module 6**  
**Module 6**

**Module 6**  
***April 22-April 28***

Accounting M6 Discussion April 28, 2024 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
M6 Discussion April 28, 2024 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module**

*The syllabus/schedule are subject to change.*

**7** M7 Assignment: District Policy Handbook May 5, 2024  
 April 28, 2024 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7  
 Assignment: District Policy Handbook May 5, 2024  
 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District  
 Policy Handbook May 5, 2024  
 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy  
 Handbook May 5, 2024  
 M6 Accounting Codes April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy  
 Handbook May 5, 2024  
 April 28, 2024 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5,  
 2024  
 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
 M6 Journaling April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
 April 28, 2024 **Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
**Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
**Module 7** M7 Assignment: District Policy Handbook May 5, 2024  
 M7 Assignment: District Policy Handbook May 5, 2024  
 May 5, 2024

**April 29-May 5**

Funds and Auxiliary Services M7 Discussion May 5, 2024 M6 Assignment Due in Module 7 May 5, 2024  
 M7 Discussion May 5, 2024 M6 Assignment Due in Module 7 May 5, 2024  
 May 5, 2024 M6 Assignment Due in Module 7 May 5, 2024  
 M6 Assignment Due in Module 7 May 5, 2024  
 M6 Assignment Due in Module 7 May 5, 2024  
 M6 Assignment Due in Module 7 May 5, 2024  
 May 5, 2024

May 6-10

**Short Week**

**Short Week**

**Short Week**

**Short Week**

**Short Week**

*The syllabus/schedule are subject to change.*