EDAD 556.02W
Building Capacity for Effective Learning
COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Chuck Holt EdD, Associate Professor Emeritus
Office Location: Online
Office Hours: Daily Online
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Preferred Form of Communication: e-mail
Communication Response Time: within 24 hours depending upon circumstances

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Davis D., & Fowler, D. (2020). Human resources for school leaders. RLPG. ISBN:9781475837117.

2. Sorenson, R., & Goldsmith, L. (2018). *The principal's guide to school budgeting* (3rd. Ed.). Corwin Press. ISBN-13: 9781506389455

3. American Psychological Association. (2020). *Publishing manual of the American Psychological Association (7th ed.).* Washington, DC: American Psychological Association. ISBN: 978- 1-4338-3216-1

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

The *syllabus/schedule are subject to change.*

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 2022-2023

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.

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

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.

The syllabus/schedule are subject to change.

Texas Administrative Code
Chapter 248

Program Principal Standards (268 Exam)

DOMAIN III — Human Capital (Human Resource Management)

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

DOMAIN IV — Executive Leadership (Communication and Organizational Mgmt.)

Competency 008
The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

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Domain V – Strategic Operations (Alignment and Resource Allocation)

Competency 010
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)

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 *syllabus/schedule are subject to change.*

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 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 I	15%
Project II	15%
Journal	10%
Total	100%

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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

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 I: 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

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Strategic Thinking Project II: 15 Points

This assignment is a real-world exercise that allows school leaders and practitioners to develop a PLC (School Leadership Team) and action plan to address a real school issue. There are a total of 2 parts to this project. Part 1- Choose Your Team and Part 2 - Train Your Team

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:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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:

https://community.brightspace.com/support/s/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 described in detail in the Student Guidebook. 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: https://www.britannica.com/topic/netiquette

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.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:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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

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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 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 list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

A&M-Commerce Supports Students' Mental Health
The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

COURSE OUTLINE / CALENDAR
A detailed calendar of the course components is found in the Course. The schedule of activities and calendar is subject to change depending upon progress of the class. The course is divided into 7 modules. Modules typically open on Monday and close on Sunday. Check your course calendar regularly for updates.

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