EDAD 620-01X

School District Instructional Leadership: Human Resources
Course Syllabus –Summer 2025

Please, click on the following link to access East Texas A&M Covid 19 Information, https://new.tamuc.edu/coronavirus/

Instructor Information

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Preferred Form of Communication: Please use university email address.
Communication Response Time: Email typically answered within 24 hours
Additional Assistance: Instructor is also available by appointment.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Holt, C. and Bigham, G. (2020). The superintendent and human resources. In J. A. Vornberg, with W. D. Hickey (Eds.), *Texas Public School Organization and Administration: 2020 17th Edition.* Dubuque, IA: Kendall Hunt. ISBN - 978-1524993566

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, DC

NOTE: If you are not in the Ed.D. program, you might choose to access a free online APA writing reference source such as Purdue OWL https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html

Texas Examinations of Educator Standards (TExES) Program 195 Superintendent Prep Manual

Web based materials as assigned.

Secondary Materials (optional):

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016*). Standards-based leadership: A case study book for the superintendency* (2nd Edition). Rowman & Littlefield Publishers. ISBN 978-1-4758-2078-2

Walsh, Jim, Kemerer, Frank, & Maniotis, Laurie. (2018). *The educator's guide to Texas school Law.* University of Texas Press. ISBN: 9781477315316, 1477315314.

Course Description

This is an integrated School District Instructional Leadership course to develop candidates who have the knowledge and ability to promote the success of all students by providing a high-quality workforce to accomplish the district's mission. In addition, this course includes other human resource functions such as recruitment and retention of staff, induction, compensation and benefits, professional development, certifications, and contracts. This course addresses the legal implications of leading and managing the district faculty/staff including grievances, state and federal mandates pertaining to human resources, district policies, and the ethical standards for all educators.

Additionally, the course will develop candidates who have the 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.

Superintendent Leadership Standards
This course, EDAD 620, will focus specifically on the following Superintendent Standards: Standard I, Standard II, Standard III, Standard IV, Standard VI and Standard VIII. However, the other standards may be referenced in discussions and articles/documents. The complete list of the Superintendent Standards can be found below.

Superintendent Standard I
Learner-centered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II
Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III
Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV
Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V
Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Superintendent Standard VI
Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII
Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII
Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Students in EDAD 620 will demonstrate and apply the Domains and Competencies below as part of the course learning. The complete list of the Domains and Competencies for TExES Superintendent (195) can be found at the following link
http://www.tx.nesinc.com/content/docs/195PrepManual.pdf

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II — Instructional Leadership

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision- making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:

The student will be able to demonstrate the following:

1. Identify and understand the major functions of Human Resources Management.
2. Understand how to develop a district culture that promotes ethical leadership, recognition of employees, awareness of diversity, promotes learning, promotes high expectations, and promotes academic rigor for self, students, and others.
3. 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.
4. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
5. 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.
6. Demonstrate knowledge of the legal environment affecting employment in public education, e.g., personnel leaves, absences, and medical leave.
7. 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.
8. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
9. Assess a district-wide program for nondiscrimination.
10. Examine and develop a plan for determining what kinds and types of teacher professional learning that are needed for compliance with district strategic and improvement plans.
11. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel trainings that are needed for compliance with state, federal, and local requirements and for district plans.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II — Instructional Leadership
Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Domain III — Administrative Leadership
Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.
Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.
Competency 010: The superintendent knows how to apply organizational, decision- making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Student Learning Outcomes:
The student will be able to demonstrate the following:
1. Identify and understand the major functions of Human Resources Management.
2. Understand how to develop a district culture that promotes ethical leadership, recognition of employees, awareness of diversity, promotes learning, promotes high expectations, and promotes academic rigor for self, students, and others.

3. Investigate, evaluate, and design a district-wide induction program for new personnel that includes orientation meetings, state required staff development, and support mechanisms for their initial year.
4. Evaluate and understand the personnel selection process that describes desired characteristics, requirements, steps in process, and pertinent/legal information for decision-making.
5. 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.
6. Demonstrate knowledge of the legal environment affecting employment in public education, e.g., personnel leaves, absences, and medical leave.
7. 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.
8. Understand the legal requirements for special programs, student welfare, family and student with disabilities, service animals, and access to special programs.
9. Assess a district-wide program for nondiscrimination.
10. Examine and develop a plan for determining what kinds and types of teacher professional learning that are needed for compliance with district strategic and improvement plans.
11. Understand, evaluate, and design a plan for determining what kinds and types of paraprofessional and hourly personnel trainings that are needed for compliance with state, federal, and local requirements and for district plans.
12. Understand and develop a professional learning plan that enhances the professional capabilities of campus and district professional staff and includes adult learning strategies, learning based on needs/data from the district, and innovative learning strategies.
13. Demonstrate knowledge of certification standards.
14. Understand and demonstrate sufficient knowledge of the appraisal process to submit an appraisal plan for a specific category of employees. This plan must
    a. Teacher appraisal
    b. Administrator appraisal
    c. Non-certified employee appraisal
15. Demonstrate an understanding of the time frames for contract renewal and submission.
16. Demonstrate an understanding of the legal implication of student discipline in various settings and on student populations.
17. Understand the Educator Code of Ethics and its application to employees.

COURSE REQUIREMENTS

Minimal Technical Skills

Students are expected to navigate through D2L learning management system, use Microsoft Word and PowerPoint, and utilize computer software skills for use in presentation, graphics programs, and communication.

Instructional Methods

This is a virtual course which uses a web-based learning management system. The course relies heavily on written responses, class participation and interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of participating in class discussions and presentations, discussion topics, presentations, readings and concentrated study from the texts and online sources. In addition, learning will result from individual assignments and projects as well as a group project and professional level presentations.

Assignments include a series of written papers and projects as a result of original research. The readings cannot be neglected. It is important that you set aside time to read and research prior to completing the assignments or preparing for the upcoming class discussions. 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, and independent research. Each student is expected to participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participation points if you are not contributing to the class discussion.

Assignments: This course includes one or more assignments per module. This also includes the performance assessment for the course.
Student Learning Outcomes: 1-17

Class Discussions, Attendance, and Class Activities: This course is designed as a virtual instructional experience. Students are expected to be prepared by completing the readings, the assignments, and the research assignments. Late work is not accepted in this course.
Student Learning Outcomes: 1-17

Group Project: Students will identify and explain the major functions of a District's Human Resources Department. In addition, students will research challenges faced by districts in the area of Human Resources and new trends to address the challenges. This project includes a written paper as well as a professional presentation. *Student Learning Outcomes: 1, 2, 3, 6, 7, 8, 11,13 and 17*

Individual Project and Presentation: Students will select and present a current book that provides ideas, tools, and/or strategies for superintendents to build a strong people

centered culture in the district.
Student Learning Outcomes: 2, 4, 6, 8, 9, 10 and 17

Performance Assessment – Students will analyze a case study and create a staffing plan for a new school within a mid-size district. Students will create a presentation for a Board of Trustees to consider in terms of the staffing plan and budget. *Student Learning Outcomes: 1, 2, 4, 7, 13, 15 and 17*

Exams (Midterm and Final) *-* The exams may be comprised of essay questions, situational problems, T/F and M/C questions. When essay questions are used in the exam/quiz, a rubric will be provided in the course documents in D2L. In addition, sample questions for the TExES 195 Superintendent exam will be included in the course grade.
Student Learning Outcomes: 1-17

CLASS ENVIRONMENT
Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning. In addition, this course requires focused learners in order to demonstrate learning, respond to presentations, and think critically in terms of new learning.

Student Responsibilities

No late work will be accepted. This syllabus represents a relationship between the two of us regarding the evaluative measures and the content included in EDAD 620. The instructor reserves the right to amend, revise, or change the content of the syllabus as deemed necessary.

Attendance:

The course is designed for virtual learning and will include activities, projects, and discussions. Modules, presentation information, and assignments will be provided every two weeks through the D2L learning platform. In addition, students will be expected to respond to the "Hot Topics" board. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in D2L. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

In addition, we will be referencing the Texas Examinations of Educator Standards (TExES) Program Preparation Manual for the Superintendent (195) exam.

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

Total points corresponding to the final letter grades:
A = 369 - 410 Points
B = 328 - 368 Points
C = 287- 327 Points
D = 246 - 286 Points
F = 245 & >   Points

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

Assignments	25 Points each (7)	175
Class Participation, Discussion Topics, and Attendance	10 Points each (7)	70

Group Project Planning	6 Points (1)	5
Group Project	25 Points (1)	25
Book Review/Sharing	20 Points (1)	25
Exams/Quizzes	50 Points each (2)	100
Total Points		410

*This list of assignments and numbers of assignments may be adjusted during the course.

Please note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to the student and guide the instructor in assessing the student's work. The final grade awarded for the course, however, will be at the sole discretion of the instructor.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-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 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. The 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.

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

Communication with students will be established through the students' Leomail account. Please make sure to check your Leomail account on a daily basis. During the week, I will respond to your emails at jose.parra@etamu.edu within a 24-hour time frame. On

weekends, it may take up to 48 hours. Grades will typically be provided for assignments within 10 days of the original submission date.

You may also reach me via my cell phone (830-832-6230). If you have questions regarding an assignment, feedback on your assignments/work, or need clarity for completing work, please feel free to call me. If I do not answer, be sure to leave a detailed message, and I will return your call.

I encourage you to use either Leomail or my cell phone if you need assistance.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy
The syllabus is a guide. The syllabus/schedule are subject to change. 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.

Course Specific Procedures/Policies
Late work is not accepted. Attendance is required for all assigned class meetings per the course calendar.

Scholarly Expectations
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style
All papers must be written in accordance with the rules and guidelines of the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

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

ETAMU 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/13stu dents/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at East Texas A&M University 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
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

AI use policy [Draft 2, May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu

Website: Office of Student Disability Resources and Services

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

Nondiscrimination Notice

East Texas A&M University 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 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 East Texas A&M University 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health
The Counseling Center at East Texas A&M, 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**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.