A. **Course Title:** EDL 7483 Human Resources and Accountability

B. **Catalog Description:** This course is a study of the administrator’s role in recruitment, selection, induction, retention, classification, evaluation, and dismissal of school employees, including licensed and classified personnel.

C. **Purpose:** The major purpose of this course is to help school understand the dynamic nature of school personnel management including employment planning, recruitment, selection and placement, training and development, compensation systems and performance appraisals. The course is also designed to help students learn how to apply course content within the field to support the classroom, the school, and the school district.

D. **Texts:**

**Required Texts:**


Tk20 system-one time purchase. (from bookstore ISBN 097440818 or from vendor.)

Tk20 is the official assessment and portfolio software of Teachers College, Henderson. Program required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university or directly from Tk20. A user account may be utilized for seven years from the activation date.

E. **The Conceptual Framework of the Educator Preparation:** The vision of Teachers College, Henderson State University is to educate professionals who make a positive difference in individuals’ lives. In conjunction with this vision, Teachers College values excellence in its educational endeavors. Furthermore, the college cherishes an academic environment which exemplifies professional conduct, cooperation, integrity, and industry within the context of a democratic ethic, which can best summed up in its motto: “Teaching for learning for all.”
F. Mission Statements:

HSU Mission Statement
Henderson State University, “The School with a Heart” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.

Teachers College Mission Statement
To prepare reflective teachers, school leaders, counselors, and other professionals through quality instruction, service, and research to demonstrate high expectations for individual self-realization. Moreover, Teachers College, Henderson is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

Educational Leadership Mission Statement
The HSU Educational Leadership Ed.S. program prepares candidates for P-12 district level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:

1. Knowledge: To graduate students with the knowledge necessary to pass the district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:

1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the
professor and class colleagues. The courses will address the National Educational Technology Standards for Administrators (NETS-A).

1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

### H. Diversity

The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal—*from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

### I. Students with disabilities

It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

### J. Objectives

At the conclusion of EDL 7483, Human Resources and Accountability, the candidate will acquire knowledge and understanding of the administrator’s role in the following areas:

1. Personnel skills in forecasting needs, recruitment, selection, development, orientation, assignment, evaluation, compensation, retention, and dismissal. *(ISLLC 2, 3; ELCC 2, 3)*
2. Major federal and state legislation, executive orders, court decisions, and diverse group’s rights that affect directions of human resources programs. (ELL 3.4; ELCC 3, 4)

3. Community relations facilitating the development of a shared vision of learning with wide support of stakeholders, including the local school board, parents, governmental and legislative bodies, business and industry. (ISLLC 2, 4, 6; ELCC 2, 4, 6)

4. Personal and professional ethical considerations including institutional values with emphasis on the role of culture and politics and their effect upon the community, school, and the administrator. (ISLLC 3, 4, 5, 6; ELCC 3, 4, 5, 6)

5. Response to the political, social, cultural and economic forces that impact schools and communities. (ISLLC 6, ELCC 6)

6. Screening applications and resumes, conducting meaningful interviews and planning for personnel retention. (ISLLC 1, 2, ELCC 1, 2)

7. Documentation, performance appraisals and professional development for personnel positions. (ISLLC 2; ELCC 2)

8. Incentives and compensation. (ISLLC 3, 6; ELCC 3, 6)

9. Legal constraints in personnel procedures. (ISLLC 6; ELCC 6)

K. Course Outline

1. Organizational Dimensions and Planning
2. Recruitment and Selection
3. Placement and Induction
4. Staff Development
5. Costs and Compensation
6. Evaluation and Ethical Considerations

L. Field Experience Requirements:

1.) Demographic Survey of school district. (ISLLC 2, 3, 4; ELCC 2, 3, 4) (1 hour credit)

2.) Design a professional development needs assessment; Conduct the needs assessment in your district; Graph the results; Create an action plan (steps, person responsible, timeline, budget) for addressing the needs; Present in class as if the class were your school board. (ISLLC 1, 2, 3, 4; ELCC 1, 2, 3, 4) (3 hours credit)
3.) Create a recruitment brochure for a school district that would entice teachers and principals to work in the district. Include:
1. A shared vision of learning for a school by collaborating with faculty and the community. (1.1)
2. Utilize data and school goals in the development of your brochure. (1.2)
3. Describe how your brochure will help sustain district improvement. (1.3)
4. Describe the quality of the district’s curriculum in your brochure with evidence of a culture for high expectations for students. (2.1)
5. Detail how the district utilizes technology to prepare students for the 21st Century. (2.4)
6. Demonstrate how the district efficiently and effectively utilizes facilities and personnel in their areas of expertise. (3.2)
7. Demonstrate how positive community relationships are built and maintained with families and community partners. (4.3, 4.4)

4.) Interview the superintendent or human resource person in your district. In what ways have they dealt with compensation of faculty, administration and staff in order to retain employees. What costs have occurred recently that they have been able to deal with via human resources e.g. placement of personnel, benefits etc

5.) Locate and bring to class a hierarchical chart for your district. What changes would you make if you were superintendent?

M. Evaluation:

1. Completion and understanding of all assigned readings.
2. Completion of Assignments. Some of this work will be produced in teams; some individually. In-class presentations will be expected for assignments.

*Written assignments are to be turned in on time.

Any assignment turned in late will be assessed a 10% reduction in points for the original grade if they are marked late on Angel. The chance to redo an assignment does not apply to any assignments turned in late. If student reads the presentation or is absent the night of the presentation, the highest possible grade will be a “B” when it is dropped on Angel.

All performance evaluations must be of acceptable professional quality. As this is a professional class, grading will reflect the level of professionalism evident in assignments, tests, and class participation. APA style will be followed using the Publication manual of the American Psychological Association (6th ed.).
Assignments and course grade will be based on the following scale:

A=90-100  
B-80=89  
C=70-79

NOTE: Grades marked late by the required date in Angel will lose 10 points for the earned grade on that assignment. If candidates read their presentations or fail to be present on the date of presentation, they cannot make more than a “B” on the presentation when it is dropped in Angel.

RUBRICS

The students will be graded by rubrics for their presentations, critical analyses of outside readings, projects, and class assignments. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

EXIT PORTFOLIO

A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice.

N. Attendance Policy: Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control. You may experience a loss of points due to absences. Class participation and class presentations of your lesson content are vital. Also, assignments submitted late on Angel are subject to a 10 point deduction from the earned grade.

O. Student Handbook Policy: Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 774-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

P. Academic Honesty: Students will be expected to be aware of the policies on academic honesty on pages and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. Bibliography:


