CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 527: Human Resource Management in Education

3 Credits

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, separation, and the development and supervision of volunteers and partners. Candidates apply law, regulations, and best practices in human resource management.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity
- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:
- Apply best practices in recruitment, hiring, induction, supervision and evaluation, professional development, retention, discipline, and separation.
- Account for national laws, local laws and regulations

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Coaching, mentoring, supervising, and evaluating
- Collective bargaining agreements, employee relations, employment discrimination
- Integrity and professional code of conduct
- Job analysis, recruitment, selection, and induction
- Law, policies, regulations, and best practices pertaining to the management of human resources, including employees, families, partners, and volunteers
- Professional growth and professional growth plans
- Separation (temporary and permanent): leave of absence, discipline, administrative leave, non-renewal, dismissal, retirement, etc.
- Unsatisfactory, Basic, Proficient, and Distinguished performance ratings; performance standards; probation

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Participation (including In-person, Webinars, and Discussion Board)	25%
Human Resource Management Plan: I - Vision	25%
Human Resources Management Plan: II - Components	25%
Human Resources Management Plan: III – Toolkit and Presentation	25%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives.

Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. For a timeline of these participation activities, see the Course Schedule.

- Discussion forums occur in this course's Discussion Board. Minimally, candidates respond to the prompt by Wednesday, reply to a classmate's post by Friday, and reply to all others who have replied to their own post by Sunday. Posts must indicate completion of learning activities, understanding of related concepts, and direct response to the prompt.
- Webinars occur in scheduled sessions in this course's Collaborate Ultra room. Candidates earn full credit by participating actively in the live webinar. When candidates have conflicts beyond

their reasonable control that prevent them from participating in the live webinar, they may earn up to 75% of full credit by viewing the recording of the webinar (when viewing is confirmed by system report).
- <u>In-class participation</u> occurs in scheduled on-site class sessions.

The Participation grading rubric further defines expectations.

Components	*% of Grade*
Presence in the Discussion	30%
Content and Cognition	30%
Oral and Written Communication	30%
TOTAL	**100%**

Human Resource Management Plan: I - Vision

The Human Resources Management Vision articulates the candidate's vision and theory of action as the first of three developmental sections of the candidate's comprehensive and cohesive Human Resources Management Plan. As the human resources manager of all assigned personnel, the principal or program administrator establishes a vision and theory of action for human resources management that aligns with legal, ethical, and equity requirements; district human resources policies and procedures; best practices in human resources management; and the school improvement plan. In the Vision section, the candidate articulates the importance of recruiting, hiring, inducting, developing, supervising, retaining, supporting, and empowering high-performing leadership team, teachers, paraeducators, and other personnel.

Components	*% of Grade*
Content	50%
Communication	50%
TOTAL	**100%**

Human Resource Management Plan: II - Components

Human Resources Management Components is the second of three developmental sections of the candidate's comprehensive Human Resources Management Plan while serving in as principal or program administrator of a specific school or program in a specific district. Sub-sections address these components: Human resources planning; recruitment; selection; placement (orientation) and induction; staff development; performance evaluation; compensation; collective negotiations; legal, ethical, and policy issues in the administration of human resources; and other section(s) as deemed helpful. In each sub-section, the candidate articulates district requirements, recommends process improvements, and reflects upon readiness and professional growth needed to lead these processes. The candidate selects one or two sub-sections to develop in greater detail as a focus area of particular interest or relevance.

Components	*% of Grade*
Content	30%
Communication	30%
TOTAL	**100%**

<u>Human Resource Management Plan: III – Toolkit and Presentation</u>

Human Resources Management Toolkit is the third of three developmental sections of the candidate's comprehensive Human Resources Management Plan. The toolkit is a collection of artifacts from field that the candidate needs in the leadership role to implement human resources policies and procedures described in the Plan section II. Types of artifacts include: HR Manual, forms, protocols, needs assessments, job descriptions, procedures, interview questions, emails, communications, recruitment brochures, job postings, compensation schedules, contracts and negotiated agreements, training documents, checklists, website links, resources, links to online tools and resources, supervision and evaluation timelines, surveys, reports, list of who to call for what for advice and emergency support.

Each candidate presents an overview of the entire human resources plan with focus on a particularly well-developed component, its related artifacts, and reflection on growth in human resources management. The faculty determines the length and format of the presentation.

Components	*% of Grade*
Content	70%
Communication	30%
TOTAL	**100%**

COURSE POLICIES

Instructors add detail to <u>course</u> policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by

a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any

person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.