

Faculty Instructional Guide – Online

ELM 7830: Management and Human Resources

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.

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7. To prepare candidates to meet the needs of all learners.
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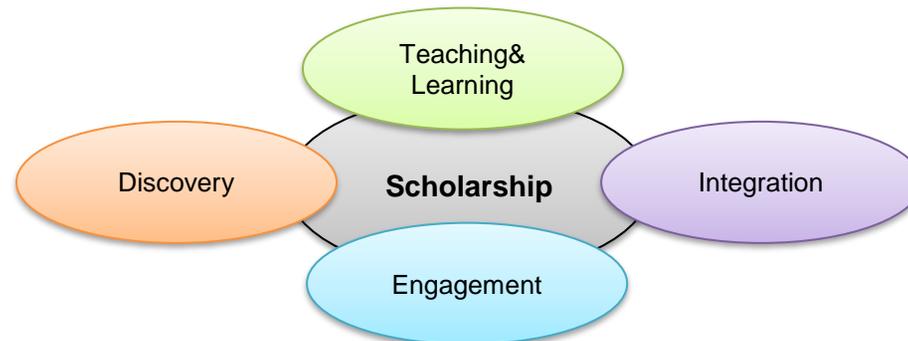
Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability
E= Engagement: Active Learning
A=Application: Theory to Practice
D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory. CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

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Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

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California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth

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Course Description

Students examine: 1) the role of the site administrator in personnel management, 2) recruitment, selection, induction, and retention of employees, 3) evaluation of certificated and classified staff, 4) collective bargaining, 5) employee discipline, and 6) collaborative development of new policies and practices.

Course Learning Outcomes

- CLO1: Analyze the legal, contractual policies, and agreements that foster a professional work environment
- CLO2: Demonstrate the ability to coordinate the resources to support the learning of all students within the organization. These resources include but are not limited to fiscal, faculty, staff, volunteer, community and material resources.
- CLO 3: Demonstrate the ability to utilize successful staff recruitment to include the different selection and induction approaches.
- CLO 4: Evaluate the role of administrator as it relates to union processes to include collective bargaining.
- CLO 5: Analyze organizational operating process to insure consistency within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.
- CLO 6: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.

Standards Alignment

California School of Education (CSOE)

California Commission
on Teacher
Credentialing

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CLO	Theoretical Framework	CAPE	CaIAPA Cycle Integration when applicable
CLO1: Understand the investment and social responsibility of the human resources as defined within a PK-12 environment.		3A; 3B; 4A; 4B, 5A	1
CLO2: Analyze the legal, contractual policies, and agreements that foster a professional work environment		3A; 3B; 4A; 4B, 5A	1
CLO3: Demonstrate the ability to coordinate the resources to support the learning of all students within the organization. These resources include but are not limited to fiscal, faculty, staff, volunteer, community and material resources.		3C; 4A; 4B	
CLO4: Demonstrate the ability to utilize successful staff recruitment to include the different selection and induction approaches		4A; 4B	
CLO5: Evaluate the role of administrator as it relates to union processes to include collective bargaining.		3A; 4A; 4B; 5A	
CLO6: Analyze organizational operating process to insure consistency within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.		3A; 3B; 4A; 4B, 5A	

Candidate Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

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Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time: $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

Required Course Materials

Mello, J. (2015). *Strategic Human Resource Management 4th Edition*. Stamford, CT: Cengage Learning, Ltd.

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ISBN 13: 978-1-285-42679-2

Instructor Policies

Late Assignments

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

Feedback

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Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

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Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Technology Requirements and Support

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

Course Grading Criteria

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories	% of Grade
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I.	Class Participation and Collaboration	25
II.	Measurable Artifacts <ul style="list-style-type: none"> • Artifacts and Presentations • Current Trends Reflections 	50
III.	Competency-Based Artifact <ul style="list-style-type: none"> • Signature assignment (Teacher Vacancy Plan) (<i>Professional Competency-Based Artifact</i>) <ul style="list-style-type: none"> ○ Develop a process/plan to fill a teacher vacancy at their school including the following elements: <ul style="list-style-type: none"> ▪ Job description ▪ Job announcement ▪ 7 interview questions including questions designed to elicit information about the interviewee's attitudes about working with persons of different races, socio-economic status, cultures, religions and ethnic backgrounds, sexual orientation and individuals with disabilities. ▪ Interview panel composition (tell how this was determined) ▪ Process for decision-making ▪ Notifying/communicating the results 	25
Total		100

Assignments

Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

I. **Current Trends Reflections/Artifacts** (*Measurable Artifact*)

Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

II. **Panel Development Plan** (*Measurable Artifact*)

Candidates develop panel for interviews

Complete:

This week your assignment is to provide insight into the composition of your interview panel or person? If you are going to utilize a panel for your interviews—who determines this composition? Additionally, how was this process determined and who made the final decision on the

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composition of the panel and why? If you are not going to use a panel for interviews-why did you chose this model? What would be the strengths and weaknesses for each model?

III. Signature assignment (Teacher Vacancy) (*Professional Competency-Based Artifact*)

- Candidates develop a process/plan to fill a teacher vacancy at their school including the following elements:
 - Job description
 - Job announcement
 - 7 interview questions including questions designed to elicit information about the interviewee's attitudes about working with persons of different races, socio-economic status, cultures, religions and ethnic backgrounds, sexual orientation and individuals with disabilities.
 - Interview panel composition (tell how this was determined)
 - Process for decision-making and budgetary issues
 - Notifying/communicating the results

Week 1: Employee Investment

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Understand the investment and social responsibility of the human resources as defined within a PK-12 environment	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.		
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • Introduction and <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 1: An Investment Perspective of Human Resource Management • Chapter 2: Social Responsibility and Human Resource Management <p>Video Resource(s): Watch</p>		
Discussion: Introduce yourself to the class to include a short background of who you are and possibly your professional role. Give us a little background on where you are in the program (first class, last class...etc), what you would like to get out of the course, and anything else you would like to share.		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).		

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<p>Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2)</p> <p>Post your initial response to the discussion forum by deadline.</p> <p>Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p> <p>Respond to the RISE questions and suggestions to your initial post by deadline.</p>
<p>Discussion: How does a principle or superintendent’s mindset that sees teachers as an expense to be controlled affect the ways that he or she sees their human resource strategy? How would this change if the manager's mindset saw staff as an appreciating asset to be invested in? Provide your experiences if you have seen either mindsets. Additionally, what was your perspective of that principle or superintendent and the organization where you worked?</p>
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).</p> <p>Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2)</p> <p>Post your initial response to the discussion forum by deadline.</p> <p>Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p> <p>Respond to the RISE questions and suggestions to your initial post by deadline.</p>
<p>Measurable Artifacts:</p>
<p>Objective: Begin building your staffing plan</p> <p>Complete: This week by the end of the week provide a working copy of your job description for the vacancy in your organization.</p>

Week 2: Strategic Human Resource Management

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO2: Analyze the legal, contractual policies, and agreements that foster a professional work environment	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.		
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 3: Strategic Management • Chapter 4: The Evolving/Strategic Role of Human Resource Management 		

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Video Resource(s): Watch
Discussion: Provide what you find interesting concerning the strengths and weaknesses of the two traditional models of strategic management. Pick one and describe how you have seen this process utilized for an educational organization?
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 3 & 4) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.
Discussion: Do you see human resources as a strategic partner for the educational organizations you have been part of-why or why not? Providing evidence for your thoughts, what would have made the process better for the organization?
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.
Measurable Artifacts:
Objective: Develop your job announcement Complete: This week your assignment is to develop the job announcement for your new open position. As you begin the process of developing the job announcement be sure to keep in mind that you do not have an adverse impact on the work force. Also, remember to include the knowledge, skills, and abilities needed from your candidates.

Week 3: Workforce Planning

Course Learning Objective(s)	Theoretical Framework	CAPE
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<p>CLO3: Demonstrate the ability to coordinate the resources to support the learning of all students within the organization.</p>	<p>Application</p>	<p>1A;1B;1C;4A.1; 4A.4;4B;4B.2</p>
<p>CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.</p>		
<p>Readings & Resources:</p>		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 5: Strategic Workforce Planning • Chapter 6: Design and Redesign of Works Systems <p>Video Resource(s):</p>		
<p>Discussion: Looking at your organization or an organization from your past, do you feel there is any type of succession plan? Why do you feel that way and providing evidence for your thoughts, what would you change to improve the process?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 4 & 5) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
<p>Discussion: Looking at your organization from the eyes of a leader, what resources do you feel would enrich the job of your employees? For example, is there a competency that a training session would fill? How are you going to fit that employee enrichment into the budget?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
<p>Measurable Artifacts:</p>		
<p>Objective: Interview questions Complete: This week you are to develop your 7 interview questions. Within your questions be sure that they are they eliciting the correct information needed for the position? Have you asked anything that can be construed as discriminatory? Additionally, be sure you are</p>		

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gaining the information needed for the organization: What is the interviewee's attitude about working with persons of different races, socio-economic status, culture, religion and ethnic backgrounds.

Week 4: Recruitment and the Law

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO4: Demonstrate the ability to utilize successful staff recruitment to include the different selection and induction approaches	Application	1A;1B;1C;4A.1;4A.4;4B;4B.2
CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.		
Readings & Resources:		
<p>Textbook(s) & Resource(s): <i>Strategic Human Resource Management 4th Edition</i> by Mello</p> <ul style="list-style-type: none"> • Chapter 7: Employment Law • Chapter 8: Staffing <p>Video Resource(s): Watch</p>		
<p>Discussion: Pick one federal employment statute (affirmative action, Title VII, ADA, GINA...etc) and provide how that statute affects teachers in your organization. Be sure to provide a short background into your statute. Also, if possible, please do not duplicate any statutes in your initial response.</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 6 & 7) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
<p>Discussion: Looking at your organization, does the organization utilize an external or an internal recruiting method? Additionally, do you feel that one is better than the other and why?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2) Post your initial response to the discussion forum by deadline.</p>		

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Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

Respond to the RISE questions and suggestions to your initial post by deadline.

Measurable Artifacts:

- **Objective:** Develop your panel for interviews

Complete:

This week your assignment is to provide insight into the composition of your interview panel or person? If you are going to utilize a panel for your interviews—who determines this composition? Additionally, how was this process determined and who made the final decision on the composition of the panel and why? If you are not going to use a panel for interviews-why did you chose this model? What would be the strengths and weaknesses for each model?

Week 5: Training and Performance Management

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO5: Evaluate the role of administrator as it relates to union processes to include collective bargaining.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.		
Readings & Resources:		
Textbook(s) & Resource(s):		
<ul style="list-style-type: none"> • <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 9: Training and Development • Chapter 10: Performance Management and Feedback 		
Video Resource(s):		
Watch		
Discussion: As you look at either your organization or an organization you were associated with, what deficiencies do you see in employee development? Additionally, if you had to conduct a training needs analysis what do you feel would come out of that analysis?		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).		
Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello		
Post your initial response to the discussion forum by deadline.		

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Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

Respond to the RISE questions and suggestions to your initial post by deadline.

Discussion: Describe what type of performance management system your organization utilizes. Secondly, look at it from a leader’s perspective and what would you change if given that opportunity?

Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric).

Reference *Strategic Human Resource Management 4th Edition* by Mello (Chapters 1 & 2)

Post your initial response to the discussion forum by deadline.

Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.

Respond to the RISE questions and suggestions to your initial post by deadline.

Measurable Artifacts:

Objective: Final decisions for your candidates

Complete:

This week you are to provide the how your team will finalize the decision-making process for your candidates. How are you going to assess their knowledge, skills, and abilities? What is/are your decision-making assessment(s)? Why did you use that process? Lastly what are the budgetary issues (if any) that you need to be aware of as you move forward with your candidates.

Week 6: Compensation and Labor Relations

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO6: Analyze organizational operating process to insure consistency within the parameters of federal, state, and local laws, policies, regulations, statutory, and fiscal requirements.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO7: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.		
Readings & Resources:		
Textbook(s) & Resource(s):		
<ul style="list-style-type: none"> • <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 11: Compensation • Chapter 12: Labor Relations 		

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<p>Video Resource(s): Watch: Dan Pink: https://www.youtube.com/watch?v=rrkrvAUbU9Y</p>
<p>Discussion: After watching Dan Pink’s video what are the advantages & disadvantages to the idea of pay for performance or incentive pay?</p>
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>
<p>Discussion: Find the following PDF file (https://www.supremecourt.gov/opinions/17pdf/16-1466_2b3j.pdf) and do you agree with the court ruling or not? Why or why not? Additionally, why is this case important to the rest of the country? Also, please this is not a for or against collective bargaining or union processes as everyone comes to the table with different ideas or concepts. So, remember to be respectful in your second and final posting if making the argument against another view.</p>
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline</p>
<p>Measurable Artifacts:</p>
<p>Objective: Notification of your new hires Complete:</p> <ul style="list-style-type: none"> As you move forward with your hiring process you will need to have a good understanding of the onboarding process. Describe how you will onboard your new employees. Be sure to provide a background into what is required of the new employee, what are the requirements from the organization? Lastly, do you feel there is a place for any type of “pre-onboarding” processes?

Week 7: Separation/Retention and the Global Outlook

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Develop a shared vision	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2

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CLO3: Promote equity, fairness, and respect among all members of the school and community	Application	4A;4B
CLO7: Demonstrate the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.	Integrate	1A;1B;1C;4A; 4B
Readings & Resources:		
<p>Textbook(s) & Resource(s):</p> <ul style="list-style-type: none"> • <i>Strategic Human Resource Management 4th Edition</i> by Mello • Chapter 13: Employee Separation and Retention Management • Chapter 14: Global Human Resource Management <p>Video Resource(s):</p> <p>Watch</p>		
<p>Discussion: According to (https://edsources.org/2018/californias-persistent-teacher-shortage-fueled-by-attribution-high-demand-say-newly-released-studies/602654) there is 88% turnover rate for California teachers. Additionally, “about 40% of the math and science teachers have not been prepared to meet the new standards.” How do we meet these shortfalls and/or stop the attrition of teachers in the future?</p>		
<p>Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Discussion:		
<p>Respond to the prompt in the online discussion: Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.</p>		
Measurable Artifacts:		
<p>Objective: Candidates will prioritize their goals for their school site. Complete: Finalize your hiring process into your final document for submission in week 8</p>		

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Week 8: Course Reflection

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Develop a shared vision	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO2: Share a culture where high expectations for all students and for all subgroups is the core purpose	Application	1A;1B;1C;4A.3; 4B.1;4B.2;4B.3
CLO4: Utilize principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively	Leadership	4A; 4B
CLO6: Model personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.	Application	4A; 4B
CLO9: Understand how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.	Discovery	1A;1B;1C;4A; 4B
Readings & Resources:		
Textbook(s) & Resource(s): <i>Strategic Human Resource Management 4th Edition</i> by Mello		
Additional Resource(s):		
Discussion Thread(s): Provide a short reflection on what you have accomplished over the past 8 weeks. What stood out as the most interesting piece during the hiring process? What did you know coming into this process?		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer. Respond to the RISE questions and suggestions to your initial post by deadline.		
Discussion:		
Respond to the prompt in the online discussion Thread. Respond to a Minimum of 2 of your peers (see rubric). Reference <i>Strategic Human Resource Management 4th Edition</i> by Mello (Chapters 1 & 2) Post your initial response to the discussion forum by deadline. Apply the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.		

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Respond to the RISE questions and suggestions to your initial post by deadline.

Signature Assignment:

Objective: Submit final document

Complete:

- Candidates develop a process/plan to fill a teacher vacancy at their school including the following elements:
 - Job description
 - Job announcement
 - 7 interview questions including questions designed to elicit information about the interviewee's attitudes about working with persons of different races, socio-economic status, cultures, religions and ethnic backgrounds, sexual orientation and individuals with disabilities.
 - Interview panel composition (tell how this was determined)
 - Process for decision-making and budgetary issues
 - Notifying/communicating the results

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Rubrics

RISE Discussion Rubric

RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback

	Exemplary 100%	Good 67%	Needs Improvement 33%
Initial Response to the Forum Topic (up to 5 pts.)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
Feedback to Peer's Response to the Forum Topic (up to 5 pts. for responses to classmates)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

Rubrics

Signature Assignment Rubric

	Points Excellent	Points Moderate evidence	Points Minimal or no evidence	General Comments
Required Elements	The plan includes all the required elements	The plan has at least five of the required elements	The plan has less than five of the required elements	
Content	The plan is articulate and detailed, demonstrating a thorough understanding of the requirements of each element. The plan is a model for all to use.	The plan demonstrates a general understanding of the requirements for each element.	The plan lacks the detail necessary to demonstrate a basic understanding of the requirements for each element.	
References	Student has thoroughly researched the plan, documents sources in the body of the text and provides a comprehensive reference section	Student has researched the plan, may cite sources in the body of the text, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the body of the	
Format	Student has thoroughly researched the plan, documents so	Student has researched the plan, may cite	Limited evidence that the student has research	

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	sources in the body of the text and provides a comprehensive reference section	sources in the body of the text, provides a general reference section.	sources beyond the textbook, few or no sources are cited in the body of the	
Application	Student is able to demonstrate the connections between the research findings and his/her own educational practice.	Student provides a general application to his/her own practice, not necessarily backed by research.	Student makes no connection between the research and his/her educational practice.	