EAD834 Leadership for Human Resources Development  
Educational Leadership Department  
Eastern Kentucky University, College of Education  
(Master Syllabus Template)

A. DEPARTMENT & CREDITS: Educational Leadership: Three (3) Credits

Professor’s Information:
- Name:
- Email:
- Office Phone:
- Web:

B. COURSE DESCRIPTION: This course will research the human resources available to schools and leadership. School leaders today must demonstrate "facilitative leadership" in order to be effective. The job of school leader is an increasingly complex one. Leaders cannot possibly have all of the answers, but it is critical that they are knowledgeable of the human resources available to them to be informed, to inform others and build leadership capacity within.

C. TEXT: “Preparing a Professional Portfolio: A School Administrator’s Guide” (Balch, Frampton, Hirth)

D. COURSE OBJECTIVES & REQUIRED ACTIVITIES/TOPICS:

Course Objectives:
1. To provide students with the opportunity to research and interview the human resources available to leadership, districts, schools and educators
2. To provide students with networks within KDE, KTRS, Legislators, grant writers,  
3. Consultant specialists, AGCs (Achievement Gap Coordinators), DSFs (District Support Facilitators), District Support Facilitators, KVHS to name a few…
4. To improve student awareness of professional associations and human resources within these: KASA, KHSAA, KSBA, SESC Coop., CKEC Coop., KASS, KASP, KAESP, KASSP, HSE, EPSB, OLSI, KTIP/KPIP, OEA, TA, ASK Schools, KET to name a few…
5. To further develop student portfolio and resume.
6. Students will demonstrate their knowledge of human resources when responding to Case Studies

Required Activities/Topics: The following activities/topics are required to be addressed by all faculty teaching this course.
1. Correlate SISI and ISLLC documents.
2. Review classified and certified personnel policies.
3. Reflect upon practice clinical supervision and growth plan development. (Required ePortfolio entry)
4. Investigate teacher, custodial, bus, and other schedules.
5. Investigate a process for staff selection and induction.
6. Explore SBDM and CSIP planning for instructional improvement. (Required ePortfolio entry)
7. Understand a variety of coaching and mentoring techniques, such as instructional walk-throughs.
8. Complete course reflection. (Required ePortfolio entry)

E. PROFESSIONAL EDUCATION PROGRAM MODEL:

| EKU Professional Education Model: |

Eastern Kentucky University, College of Education
F. COURSE REQUIREMENTS & GRADING SCALE:

- Requirements:
- Grading Scale:
  - 90% - 100% = A
  - 80% - 89.9% = B
  - 70% - 79.9% = C
  - 60% - 69.9% = D
  - < 60% = F

G. ADDITIONAL REQUIREMENTS:

H. COURSE OUTLINE:

I. EVALUATION METHOD:

J. STUDENT PROGRESS:

K. ATTENDANCE POLICY:

L. DISABILITIES STATEMENT: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make and individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

M. LAST DAY TO DROP: See course catalogue.

N. PROFESSIONAL STRANDS IN THE COLLEGE OF EDUCATION:

- Common Elements of All Professional Education Course Syllabi:
  - FIELD EXPERIENCES: When appropriate: Observation in public schools.
  - METACOGNITION SKILLS: Students will review and analyze research and summarize the thoughts of other researchers as well as analyze their research findings.
• **COMMUNICATION SKILLS**: Communication skills will be displayed through speaking, writing, and class experience.

• **RESEARCH SKILLS/ INDEPENDENT LEARNING**: Students will be required to demonstrate research and independent learning skills specified by the instructor.

• **PLANNING SKILLS**: Time management skills are needed in order to participate effectively in Educational Research.

• **TECHNOLOGY**: All products/reports must be word processed and all presentation will be on-line. All tests will also be on-line. Students will be introduced to the Kentucky New Teacher Standards for using technology and relevant criteria including blackboard experiences.

• **PROFESSIONAL/SOCIAL SKILLS**: Students will interact with college instructors, peers, cooperating teachers, and schools.

• **TEAMING/COLLABORATION**: Teaming and collaboration will be encouraged. In the case of Educational Research this requirement will be met through e-Learning teams.

• **CONTINUOUS AUTHENTIC ASSESSMENT**: Students are provided continuous feedback on each requirement. They also have opportunities for self-assessment.

• **DIVERSITY**: Awareness of the diverse characteristics of students and the types of school climates will be an integral component of course and field experiences.

• **INCLUSION/EXCEPTIONALITIES**: Awareness of EXCEPTIONALITIES and inclusive classrooms will be a part of course.