

Southern Utah University

Beverly Taylor Sorenson College of Education and Human Development



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351 W. University Blvd.
Cedar City, UT 84720

ELPP 6250: Development of Personnel Spring 2026

Instructor: Ben Dalton, Ed.D.	Zoom link: posted on Canvas
Office: Online	Cell: 435-231-3608
Office Hours: By appointment	E-mail: lelanddalton@suu.edu
Credit Hours: 3	Course Fee:

Course Meetings	
Asynchronous Discussion Zooms posted on Canvas	Canvas online instruction, interaction, and activities throughout the course.

Course Description:

Based upon the principles of the National ISLLC standards, this course focuses upon the work of principal in recruitment, selection, support, evaluation, retention, coaching, and fostering of a learning community. A project/problem-based approach provides hands-on activities to develop skills to support the professional learning of effective, caring, teachers, and leaders who are able to work with students productively..

Required Texts:

Rebore, R.W. (2021). *Human resources administration in education* (10th ed.) Pearson

Course Goals / Student Learning Outcomes:

Through this course, learners will:

1. Review organizational structures and systems as they relate to human resource functions within schools.
2. Synthesize the functions related to the hiring and compensation.
3. Demonstrate a framework for the purposes and functions of new-hire induction of new school staff.
4. Differentiate practices of development of staff and procedures for evaluation, as well as models for compensation.
5. Apply the processes and outcomes involved in collective bargaining, and outcomes for school building administrators.
6. Summarize legal, ethical and policy issues of district level human resources.

Schedule of Assignments and Activities:

Week 1	Organizational Structures and Systems. Module Overview: This module provides an overview of key aspects of how schools - as organizations - are structured as it relates to human resources functions, including structural frameworks, administration processes, differentiated experienced based on district size, and organizational theory that guides these decisions.
Week 2	Human Resources and School Planning. Module Overview: This module focuses on the major aspects of district and school level human resources work, including needs assessment, reduction in workforce, the influences of federal regulations on human resources for schools, and generational differences and how differentiate practices based on these differences.
Week 3	The Hiring Process. Module Overview. This module addresses the functions of recruiting hiring faculty and staff. Learners will review methods of hiring, best practices for the hiring process within schools, and how to move from recruiting to placement.
Week 4	Induction and Development . Module Overview: Through this module, learners will gain insight into the rationale and practices of new hire induction and how to support first-year employees, as well as how to provide a system of staff development for all levels of employees.
Week 5	Evaluation of Staff. Module Overview: Through this module learners will review primary models for staff evaluation, and understand the relationships between the model or system and the desired outcomes

	of staff performance. Learners will also review models for compensation and how these different kinds of compensation impact recruitment and retention of staff.
Week 6	Collective Bargaining. Module Overview. This module provides historical context and general key aspects to collective bargaining and the impact in schools. This module also explores the specific implications of leading schools within Nevada and working with Nevada district bargaining agreements.
Week 7	Legal, Ethical and Policy Issues for Schools Module Overview. This module provides learners with an overview of key legal aspects of human resources functions, as well as ethical considerations for human resources work. This module also provides an overview of policy issues district leaders may face.

Assignment/Activity	% of Grade	Due
Course Participation This grade is comprised of Discussion posts participation and Canvas activity	20%	Ongoing
AAA papers These brief papers are weekly writing assignments based on the topic for each week. These are the majority of your work for the semester.	55%	Weekly
Final Paper Students will write a final paper for the course designed to demonstrate synthesis of the course materials	25%	TBD

Grade Calculation:

The scale below indicates the point breakdown used to determine grades in this course. A grade below “B-” is not accepted in the MEd program.

A 95-100	B+ 85-89	B- 80-82	C 70-75
A- 90-94	B 83-84	C+ 76-79	F 0-69

Class Schedule: The schedule below is included in the Canvas Shell under Modules...and under the Syllabus tab.

Late Assignments

Students are deemed professionals in their field. This course is designed to encourage these professionals to look within to determine the perspectives they bring to their individual classrooms/schools. **Work should be submitted by due dates. The nature of a 7-week term**

means that we move quickly and we cannot afford to allow late work to accumulate. Discussion posts only receive credit if they are posted by the due date. Assignments that are late receive a 10-point per day penalty for the first two days late, after three days the assignment is recorded as a zero. *If you are unable to submit work on time, please reach out to me prior to the due date.*

Academic Integrity and AI generated work

This course is designed for a learning experience that is cultivated through the interaction of real-world learner experiences and course material, as well as other researched sources. It is only at this intersection of experiences and grounded ideas do learners fully investigate, problem solve and develop thinking as an administrator. As such, learners can only fully respond to course assignments by fully preparing their own work. Use of any AI tools such as ChatGPT to complete any aspect of assignments for this course is not permitted and will be viewed as plagiarism (passing off someone else's - or something else's - work as your own). If you find it valuable to use AI in your research for an assignment, please discuss this with me prior to completing the assignment.

ACADEMIC CREDIT: According to the federal definition of a Carnegie credit hour: A credit hour of work is the equivalent of approximately 60 minutes of class time or independent study work. A minimum of 45 hours of work by each student is required for each unit of credit. Credit is earned only when course requirements are met. One (1) credit hour is equivalent to 15 contact hours of lecture, discussion, testing, evaluation, or seminar, as well as 30 hours of student homework. An equivalent amount of work is expected for laboratory work, internships, practica, studio, and other academic work leading to the awarding of credit hours. Credit granted for individual courses, labs, or studio classes ranges from 0.5 to 15 credit hours per semester.

ACADEMIC FREEDOM: SUU is operated for the common good of the greater community it serves. The common good depends upon the free search for truth and its free exposition. Academic Freedom is the right of faculty to study, discuss, investigate, teach, and publish. Academic Freedom is essential to these purposes and applies to both teaching and research.

Academic Freedom in the realm of teaching is fundamental for the protection of the rights of the faculty member and of you, the student, with respect to the free pursuit of learning and discovery. Faculty members possess the right to full freedom in the classroom in discussing their subjects. They may present any controversial material relevant to their courses and their intended learning outcomes, but they shall take care not to introduce into their teaching controversial materials which have no relation to the subject being taught or the intended learning outcomes for the course.

As such, students enrolled in any course at SUU may encounter topics, perspectives, and ideas that are unfamiliar or controversial, with the educational intent of providing a meaningful learning environment that fosters your growth and development. These parameters related to Academic Freedom are included in SUU Policy #6.6 (<https://www.suu.edu/policies/06/06.html>).

ACADEMIC INTEGRITY: Scholastic honesty is expected of all students. Dishonesty will not be tolerated and will be prosecuted to the fullest extent (see [SUU Policy 6.33](#)). You are expected to have read and understood the current SUU student conduct code ([SUU Policy 11.2](#)) regarding student responsibilities and rights, the intellectual property policy ([SUU Policy 5.52](#)), information about procedures, and what constitutes acceptable behavior.

Please Note: The use of websites or services that sell essays is a violation of these policies; likewise, the use of websites or services that provide answers to assignments, quizzes, or tests is also a violation of these policies. Regarding the use of Generative Artificial Intelligence (AI), you should check with your individual course instructor.

ADA STATEMENT: Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the [Disability Resource Center](#), located in Room 206F of the Sharwan Smith Center or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services.

If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

NON-DISCRIMINATION STATEMENT: SUU is committed to fostering an inclusive community of lifelong learners and believes our university's encompassing of different views, beliefs, and identities makes us stronger, more innovative, and better prepared for the global society.

SUU does not discriminate on the basis of race, religion, color, national origin, citizenship, sex (including sex discrimination and sexual harassment), sexual orientation, gender identity, age, ancestry, disability status, pregnancy, pregnancy-related conditions, genetic information, military status, veteran status, or other bases protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

SUU strives to cultivate a campus environment that encourages freedom of expression from diverse viewpoints. We encourage all to dialogue within a spirit of respect, civility, and decency.

For additional information on non-discrimination, please see [Policy 5.27](#) and/or visit: <https://www.suu.edu/nondiscrimination>.

PREGNANCY: Students who are or become pregnant during this course may receive reasonable modifications to facilitate continued access and participation in the course. Pregnancy and related conditions are broadly defined to include pregnancy, childbirth, termination of pregnancy, lactation, related medical conditions, and recovery. To obtain reasonable modifications, please make a request to: title9@suu.edu. To learn more visit: <https://www.suu.edu/titleix/pregnancy.html>.

MANDATORY REPORTING: University policy ([SUU Policy 5.60](#)) requires instructors to report disclosures received from students that indicate they have been subjected to sexual misconduct/harassment. The University defines sexual harassment consistent with Federal Regulations ([34 C.F.R. Part 106, Subpart D](#)) to include quid pro quo, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking. When students communicate this information to an instructor in-person, by email, or within writing assignments, the instructor will report that to the Title IX Coordinator to ensure students receive support from the Title IX Office. A reporting form is available at <https://cm.maxient.com/reportingform.php?SouthernUtahUniv>

EMERGENCY MANAGEMENT STATEMENT: In case of an emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>.

HEOA COMPLIANCE STATEMENT: For a full set of Higher Education Opportunity Act (HEOA) compliance statements, please visit <https://www.suu.edu/hea>. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law; additional information can be found at <https://my.suu.edu/help/article/1096/hea-compliance-plan>.

You are also expected to comply with policies regarding intellectual property ([SUU Policy 5.52](#)) and copyright ([SUU Policy 5.54](#)).

(optional) SUUSA STATEMENT: As a student at SUU, you have representation from the SUU Student Association (SUUSA) which advocates for student interests and helps work as a liaison between the students and the university administration. You can submit MySUU Voice feedback by going to <https://www.suu.edu/suusa/voice>. Likewise, you can learn more about SUUSA's Executive Council at <https://www.suu.edu/suusa/executive-council> and about all of SUUSA's Student Senators at <https://www.suu.edu/suusa/senate>. If you have any specific concerns regarding any of your courses, please contact the SUUSA VP of Academics at: suusa_academicsvp@suu.edu.