

**THE UNIVERSITY OF GEORGIA**  
**DEPARTMENT OF LIFELONG EDUCATION, ADMINISTRATION, AND POLICY**

**EDAP 7050E PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT**  
**Three semester hours**  
**Course syllabus**

**Spring 2009** Students will be introduced to the major concepts of human resource management and staff development that are used to achieve the goals of educational organizations when they require the use of human resources in any capacity.

The syllabus is a general plan for the course. The instructor will announce changes in the schedule that become necessary.

Instructor: Max Skidmore, Ed. D., Academic Professional  
The University of Georgia  
Department of Lifelong Education, Administration, and Policy  
850 College Station Road, Athens, GA 30602-4811  
Phone: 706-542-4151, Fax: 706-542-5873  
Email [mskidmor@uga.edu](mailto:mskidmor@uga.edu)

Text: Rebores, Ronald W. (2007). *Human resources administration in education: A management approach (8<sup>th</sup> ed.)*. New York: Allyn and Bacon.

Meetings: The course will be conducted through the WebCT system with the exception of five meetings that are scheduled for the UGA Gwinnett Center. The class will meet Tuesdays from 5:00—7:45 PM January 13, February 17 and 24, and April 14 and 21. These meetings are scheduled for special activities associated with the course, details will be provided at the first class meeting January 19. Attendance at the five sessions is extremely important and make-up work for these sessions is not possible. Cell phones should be turned off except in cases of pending emergency. Please notify the instructor prior to the beginning of class if you need access to your phone. Discussion and chat sessions are part of the course modules. Chat sessions will be scheduled for a minimum of one hour at 5:00 PM on Tuesdays and all class members are expected to participate. Discussions may be posted at anytime during the week of that module.

**Course Objectives:**

The knowledge, skills, and dispositions emphasized in this course are based on the ELCC standards at Attachment I. As relates to these standards, students will be expected to attain knowledge of objectives 2.4, 3.1, 3.2, 3.3, and 6.1. Dispositions toward human resource management will be determined through the reflective journal.

Specifically, students are expected to:

- Demonstrate knowledge and skills in human resource management used to provide an effective instructional program
- Develop employee performance improvement plans based on the requirements for a quality instructional program and school operations.
- Demonstrate knowledge of effective resource management concepts and practices that include selection, compensation, evaluation, promotion, retention, and separation of staff.
- Learn procedures that appropriately utilize community interests and needs in identifying, employing, and developing highly qualified staff members.
- Acquire knowledge of significant legal and ethical expectations for school district employees, to model ethical behavior, and to identify that behavior in others.
- Base employment goals and staff characteristics on community expectations and emerging trends in the wider context of the community, state, and nation.

### **A Culture of Honesty**

All academic work must meet the standards contained in 'A Culture of Honesty, which states "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). All students are responsible for informing themselves about those standards before performing any academic work.

### **Assignments:**

1. **Read the text and the journal articles** that are listed in this document and that are linked to Oasis online, as well as all materials posted for the course.

2. **Read six articles** in several areas of human resource management, considering the scholarly journals listed on page 6. Prepare a one-page abstract of each article following the format at Attachment 1 and submit through WebCT to the instructor on the dates identified.

3. **Prepare a reflective journal** that identifies your thoughts and attitudes toward the major concepts and issues discussed in the course. Each week, identify one or more ideas or beliefs that have occurred to you and that are related to the topics under discussion in class. You may use a format that fits your communication style, but consider the following four items as you write each of your entries (You do not need to physically divide an entry into the four sections):

1. Describe the learning event or belief in a few sentences.
2. Identify the new concepts or ideas this situation brought to you.
3. What were your beliefs about the topic prior to the time you experienced it?
4. What questions or ideas emerged from the new learning that challenged your former belief?

Submit the partial journal and a final, complete copy on the due dates.

4. **Prepare a paper proposing an improvement to a practice, policy, or concept or analyze an issue of significance** in human resource management. Include discussion of the application of your ideas to improving student learning, professional development, management of schools or the school district. Include a brief description of organizational needs or expectations for your proposed improvement. The paper should be approximately 8-10 pages in length. Demonstrate scholarly work through the following: 1) use correct APA form, 2) include *several* references from books, journals and other related works, and 3) interview an expert to obtain current knowledge about your research area.
5. **Make a brief, formal presentation** of your findings to the class. This activity will occur in the class sessions of April 14 and 21.
6. **Complete a self evaluation/final examination** to indicate the knowledge, skills, and dispositions you have developed during the course.
7. **Student participation:** You are to participate in chat sessions and to post your beliefs and opinions during scheduled discussion times for the course. Participation in these sessions as well as the class meetings are essential parts of the course and your involvement will be recorded.

### **Assessments**

1. Abstracts will be assessed on four factors:
  - a. accuracy and completeness of data, and conciseness of the summary section
  - b. relevance to human resource management and ELCC standards
  - c. general grammatical and spelling usage
  - d. academic and personal evaluation of the article
2. Research paper will be evaluated in terms of items 1-3 in Item 4 above.
3. Oral reports will be assessed on these items:
  - a. identification of the major points/issues
  - b. clarity of the presentation
  - c. length of the presentation—close to the time limit
  - d. solution proposed or issue analysis
  - e. questions from class members

The final grade will be determined from scores obtained on the products submitted on schedule and the class participation score.

### DETERMINING FINAL GRADES IN THE COURSE

<u>Component</u>	<u>Maximum Points</u>
Abstracts	60
Reflective journal	50
Research paper	90
Oral presentation	60
Course Participation	80
Final Examination/self evaluation	60
Total points	400

The University of Georgia is authorized by the Board of Regents to award plus-minus grades for work completed in all courses. This policy will remain in effect for three years and be reviewed at that time.

The following point ranges will determine the student's final grade:

POINTS	GRADE
380—400	A
360—379	A-
344—378	B+
332—343	B
320—331	B-
304—319	C+
292—303	C
280—291	C-
240—279	D
Below 240	F

**Course Evaluation:** Students will evaluate the course by completing the College of Education evaluation instrument at the end of the semester.

**The Portfolio:**

The Portfolio is a requirement of the Department of Educational Administration and Policy, and the student presents and defends the portfolio as the Comprehensive Exam for the M Ed degree. Complete guidelines for the portfolio can be found at:

<http://www.coe.uga.edu/adminpolicy/medportfolio.html>

Access these articles from the library reserve system

Go to [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html), then Course Reserves and the instructor name or course title. The password is green.

**(DO NOT USE THESE ARTICLES FOR YOUR ABSTRACTS)**

Boreen, J., and Niday, D. (2000). Breaking through the isolation: Mentoring beginning teachers. *Journal of Adolescent and Adult Literacy*, 44 (2), 151-163.

Bragger, J., Kutcher, E., Morgan, J., and Firth, P. (2002). The effects of structured interview on reducing bias against pregnant job applicants. *Sex Roles*, 46 (7&8), 215-226.

Ganser, T. (1995). Principles for mentor teacher selection. *Clearing House*, 68 (5), 307-309.

Graves, L., and Powell, G. (1996). Sex similarity, quality of the employment interview and recruiters' evaluation of actual applicants. *Journal of Occupational and Organizational Psychology*, 69 (3), 243-261.

Gray, T. (2001). Principal internships: Five steps for a successful and rewarding experience. *Phi Delta Kappan*, 82 (9), 663-665.

McConnaha, W., and McInerney, W. (1995). Teacher termination or nonrenewal: The final conference. *NASSP Bulletin*, 79 (573), 110-112.

Odden, A. (2001). New and better forms of teacher compensation are possible. *Phi Delta Kappan*, 81 (5), 367-370.

Peske, H., Liu, E., Johnson, S., Kauffman, D., and Kardos, S. (2001). The next generation of teachers: Changing conceptions of a career in teaching. *Phi Delta Kappan*, 83 (4), 304-312.

White, S., and Locke, E. (2000). Problems with the Pygmalion effect and some proposed solutions. *Leadership Quarterly*, 11 (3), 389-416.

## Partial List of Journals Suitable for Reference

Administration and Society  
Administrative Science Quarterly  
American Journal of Education  
Anthropology and Education Quarterly  
British Educational Research Journal  
Compensation and Benefits Review  
Educational Administration Quarterly  
Educational Forum  
Educational Leadership  
Educational Policy  
Employee Benefits Journal  
Employee Relations Law Journal  
Employment and Earnings; Washington  
Group and Organization Studies  
Harvard Business Review  
Harvard Educational Review  
HR Focus  
Journal of Education  
Journal of Educational Research  
The Phi Delta Kappan  
NASSP Bulletin  
Peabody Journal of Education  
Planning and Changing  
Social Science Quarterly  
Social Service Review  
Sociology of Education  
Urban Education  
Work and Occupations

### **Publications Not Approved for Abstracts**

**Education Digest**

**Education Week**

**Daily or weekly newspapers**

**Attachment 1**  
Abstract Report Form

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Name

Date

Topic

Abstract # \_\_\_\_

I. Bibliographic Entry (APA Style Manual, Fifth edition)

II. Summary Description of Article/Chapter

III. Reaction(s) to the ideas presented in the article

**INSTRUCTOR EVALUATION**\_\_\_\_\_

## **Attachment 2**

### **Idea starters for research papers**

1. Do staff mentoring programs improve student learning?
2. Promotion policies
3. Staff complacency
4. Evaluation basics for support staff
5. Enhancing performance skills in support staff
6. Merit pay for certificated staff
7. The Hungry Dragon: Employee health care
8. A forgotten treasure: Wellness programs
9. Evaluating principals will improve the schools?
10. Should administrative salaries be performance based?
11. Do teacher evaluation programs improve performance?
12. Positive administrative practices that affect HR management
13. Using compensation to implement policy
14. Values needed by HR professionals
15. Current business related issues of human resource management
16. Should ineffective staff be offered remediation or be terminated?
17. What HR skills would help principals to develop a quality school?
18. Key elements of an interviewing strategy that works
19. Employee assistance programs
20. Considerations when identifying staff with special talents
21. Can we have affirmative action in employment?
22. Improving affective skills in employees

## COURSE SCHEDULE

<u>DATE</u>		<u>ASSIGNMENTS DUE</u>
January 13	CLASS SESSION	X
January 20		Two abstracts
January 27		Topic selection
February 3		Two abstracts
February 10		Two abstracts
February 17	CLASS SESSION	X
February 24	CLASS SESSION	X
March 3		Partial Journals
April 14	CLASS SESSION	Oral reports
April 21	CLASS SESSION	Oral reports

## COURSE SCHEDULE

WEEK OF	MODULES
January 13	<p>CLASS SESSION</p> <p>Introductions, course handouts, activities</p>
January 20	<p>Module 1—Legal and ethical considerations</p> <p>Text: Chapters 2 and 10</p> <p>PowerPoint—Employment Law</p> <p>PowerPoint—Court cases</p> <p>Discussion topic—Legal cornerstones of employment</p>
January 27	<p>Complete Module 2</p> <p>PowerPoint—Sex discrimination</p> <p>PowerPoint—Preventing sexual harassment</p> <p>Discussion topic—Why sexual harassment?</p>
February 3	<p>Module 3—Strategic planning</p> <p>Text reference: Chapter 2</p> <p>PowerPoint—Strategic planning</p> <p>PowerPoint—HR planning and enrollment projections</p> <p>Activity—Projection of pupil populations</p> <p>Chat—Uses of strategic planning</p> <p>Module 4—Employment process</p> <p>Text: Chapter 3</p> <p>PowerPoint—Employment process-recruiting</p> <p>Discussion topic—Recruiting wars</p>
February 10	<p>Module 5—Employment process--Interviewing</p> <p>Text: Chapter 4</p> <p>PowerPoint--Recruiting</p> <p>Bragger, The effects of structured interview...</p> <p>Graves, Sex similarity, quality of the...</p> <p>Chat—Recruitment and screening</p>
February 17	<p>CLASS SESSION</p> <p>Interview process Q &amp; A</p> <p>Teacher interview activity</p>
February 24	<p>CLASS SESSION</p> <p>Teacher interview process continued</p> <p>Assistant principal partial process</p> <p>Candidate evaluation</p>

March 3	<p>Module 6—Selection and assignment  Text: Chapter 5  PowerPoint—Selecting and placing staff  Discussion—How do we consider all the factors?</p>
March 9-13	Spring Break
March 17	<p>Module 7—Staff Induction  Text: Chapter 5  PowerPoint—Motivation  PowerPoint—Staff induction  Gray, Principal internships...  Chat—Glasser’s view of motivation</p>
March 24	<p>Module 8—Mentoring and development  Text: Chapter 6  PowerPoint—Staff development  Boreen, Breaking through the isolation...  Ganser, Principles for mentor teacher...  White, Problems with the Pygmalion...  Chat—Mentoring issues</p>
March 31	<p>Module 9—Evaluation, tenure and promotion  Text: Chapter 7  PowerPoint—Staff evaluation  PowerPoint—Staff retention, tenure, and promotion  Discussion—evaluation issues</p> <p>Module 10—Compensation plans and issues  Text: Chapter 8  PowerPoint—Compensation principles  Odden, New and better forms of...</p>
April 7	<p>Module 10 continued  Compensation activity—Outstanding County Schools Salaries</p> <p>Module 11—Staff separation/termination  Text: Chapter 7  PowerPoint—Termination  McConnaha, Teacher termination or...</p> <p>Module 12—Employee organizations  Text: Chapter 9  PowerPoint—Teacher organizations</p>

- April 14            CLASS SESSION  
Oral reports of topics investigated by class members
- April 21            CLASS SESSION  
Oral reports of topics investigated by class members
- April 28            Module 13—Human resource policy development  
Text: Chapter 10  
Peske, The next generation...
- Course evaluation  
Self evaluation/final examination