

**THE UNIVERSITY OF GEORGIA**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY**

EDAP 7050 PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT  
Four semester hours

COURSE SYLLABUS

FALL 2006 Principles, policies and procedures for employer-employee relationships in school systems are considered, including comprehensive planning and implementation of professional development programs in schools. The emphasis is on human resource management. This course acquaints students with the major human resource functions in school districts and local schools. Class discussions, case studies, readings, oral presentations and individual research projects based on student interest are the major activities of the course.

The course syllabus is a general plan for the course. The instructor will announce to the class any changes to the schedule that must be made.

Instructor: Dr. Ron Busbee  
Part-time Assistant Professor  
The University of Georgia  
Department of Educational Administration and Policy

309 Briarwood Drive  
Warner Robins, GA 31088  
Voice: H 478-953-9893      W: 478-988-6241  
Cell : H 478-955-6565      W: 478-256-8577  
Fax: 478-988-6258  
Email [rbusbee@uga.edu](mailto:rbusbee@uga.edu) or [busbee1@cox.net](mailto:busbee1@cox.net), \*[rbusbee@hcbe.net](mailto:rbusbee@hcbe.net)

Text as Reference: Young, Phillip I, and Castetter, William B. (2004). *The human resource function in educational administration (8<sup>th</sup> ed.)*. Pearson Prentice Hall.

Meetings: Wednesdays, August 16 – November 29. Final Exam – December 6.  
No cell phones or pagers are permitted during class meetings unless on vibrate. Attendance and class participation are significant parts of the course. More than one absence from class will negatively affect the student's final grade.

Holiday – Thanksgiving November 22.

Technology: Students will use technology in the activities and products of the course. Applications will include the use of word processing, e-mail and voice mail for written and oral communication, the GALILEO databases for locating relevant research, and web sites to access information. Additional technologies will be used when necessary to complete course assignments and other activities.

Course Objectives:

Successful students will be able to demonstrate the following at the completion of the course:

1. Effective oral and written presentation skills
2. Identify the major human resource functions of a school district.
3. Conduct a research project that promotes understanding of a significant issue in human resource management.
4. Utilize critical thinking skills in class as well as in written and oral assignments.
5. Participate in cooperative/collaborative learning activities with other graduate students to build a community of learners.
6. Write abstracts and papers that clarify issues and/or offer solutions to problems in clear, concise language.
7. Understand the complexities of multicultural organizations such as schools and human resource departments of school districts.
8. Understand the technology used in administering human resource functions.

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 carefully the handouts and other materials assigned during the course.
2. Read eight articles or book chapters that clarify or explain human resource functions and issues. Prepare a one-page abstract of each article/chapter summarizing the major points and identify specifically the relevance, or lack thereof, of the article/chapter for current human resource thought. (See attachments 2 and 3)
3. Prepare a short research paper of four to six pages citing primarily research information. Use format and notation as indicated in the APA Manual of Style, 5<sup>th</sup> ed. Your paper will address an issue in human resource administration you select and it will include a proposal

to resolve the problem, present new ideas or a new focus for that issue. The paper is due at the time of your oral report.

4. Present an oral report to the class summarizing the findings and solutions identified in your research paper. The maximum time permitted for the report is 10 minutes. (See attachments 4 and 5)

## OR

3b. Two persons may identify a larger issue to analyze, to develop a conceptual model of a new program, or to propose a solution to a problem. The team will select a topic, with prior approval of the instructor, for research, analysis and preparation of a research paper (12 pages maximum). An alternative means of reporting the research or the new program may be used with approval of the instructor. The paper is due at the time of the oral report.

4b. The team will present an oral report to the class using a team presentation approach with a maximum time of 20 minutes.

5. Final examination covering content of the course.

6. Class participation: Each student is expected to participate in all class meetings. You will work individually and as a member of various groups throughout the semester.

Grades: Final grade for the course will be determined by an accumulation of points for each of the significant products and activities required in the course.

<u>Component</u>	<u>Maximum Points</u>
Abstracts	80
Research paper	90
Oral presentation	60
Class Participation	90
Final Examination	80

A	360-400
B	320-359
C	280-319
D	240-279
F	Below 240

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

## COURSE OUTLINE

<u>CLASS MEETING</u>	<u>TOPICS</u>	<u>ASSIGNMENTS DUE</u>
August 16	Introductions, syllabus, instructor and student expectations, motivating staff, leadership	X
August 23	Research topic selection, ethical issues, and Strategic planning	Two abstracts
August 30	Laws that impact human resource management	X
September 6	Laws continued, the employment process	Two abstracts
September 13	Staff recruitment	Two abstracts
September 20	Interviewing	Two abstracts
September 27	Interviewing, selecting, and assigning staff	X
October 4	Mentoring & developing staff	Oral reports
October 11	Evaluation, tenure and promotion	Oral report
October 18	Compensation of staff	Oral reports
October 25	Separation/termination	Oral reports
November 1	Employee organizations HR management of support staff	Oral reports
November 8	No Class (GASBO Conference)	X
November 15	HR policy development Emerging issues	Oral reports
November 22	Thanksgiving	X
November 29	Course summary	X
December 6	Final Exam	X

## Attachment 1

### Selected Research Journals

#### **Research Oriented Journals**

Administration and Society  
Administrative Science Quarterly  
Administrator's Notebook  
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 Today  
Education Week  
Daily newspapers

**Attachment 2**  
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. Implication(s) of the ideas presented in the article

## **Attachment 3**

### **Suggested Outline for the Oral Presentation**

- I. Statement of the issue in human resource management you researched**
- II. Review of external readings for the special project**
  - A. Identification of sources of information
  - B. Analysis of information, considering current thought on the topic
  - C. Synthesis of the key points from research sources
- III. Specific implications of the topic for human resource management**
- IV. Questions and answers**
- V. Summary**

### **Tips for Delivering Quality Presentations**

1. Develop a written outline with the key ideas clearly identified within your notes.
2. Provide at least one example of each key idea.
3. Hand out a note-taking outline such as those in PowerPoint presentations.  
PowerPoint is not required.
4. Provide a reading reference list to members of the class as part of your presentation materials.
5. Your presentation should encourage questions from class members. Time will be allowed for questions after your presentation.
6. Rehearse your report at least twice, once the day before you are scheduled to make your presentation.
7. Memorize the opening statement of your report to prevent your getting a mental disconnect when you stand before your colleagues.

## **Attachment 4**

### **Personal Research Topics**

1. Effective ways to recruit teachers
2. Effects of strategic planning on human resource management
3. Differences between staff orientation and mentoring
4. Reasons teachers become complacent in their work
5. What does research indicate about ways to improve employee performance?
6. How can the performance of non-certificated staff be improved?
7. How would the initiation of merit pay for staff affect schools?
8. Factors in the selection of health care plans
9. Do fringe benefits help retain employees?
10. How does the human resource department help schools?
11. Criteria for evaluating principals
12. Should administrators be paid on a performance basis?
13. Current issues or problems with teacher evaluation
14. Recent research on leadership
15. Developing leaders in the schools?
16. Uses of technology in human resource management
17. Developing effective professional development programs
18. What skills do principals most need to be effective
19. The major functions of a human resource department
20. Is affirmative action a workable concept?
21. Grievance procedures and the reasons for them

22. What information should be placed in personnel files?
23. Developing school district personnel policies
24. Issues about teacher tenure
25. The evaluation process for non –certified employees
26. Should school districts provide health insurance?
27. The superintendency
28. NCLB and highly qualified teachers