

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

EDAP 7050 PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT

Three semester hours

Course syllabus

Fall 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. Employment, development, evaluation, compensation, and other key human resource management practices will be examined.

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

Instructor: Jack Parish, Ed.D., Lecturer
The University of Georgia
Department of Lifelong Education, Administration, and Policy
850 College Station Road
River's Crossing, Room 313
Athens, Georgia 30602
Phone: 706-542-0612; Fax: 706-542-5873
jparish@uga.edu

Text: Rebores, Ronald W. (2007). Human resources administration in education: A management approach (8th ed.). Boston: Allyn and Bacon.

Meetings: Wednesday, August 19 through Wednesday, December 2, 5:00 - 7:45 PM. Laptop computers are not needed for work during class. Cell phones should be turned off during class except in cases of pending emergency. Please notify the instructor prior to the beginning of class if you have an emergency. Being present and participating in class are significant expectations for students in the course.

Course Objectives:

The knowledge, skills, and dispositions emphasized in this course are based on the Educational Leadership Constituent Council (ELCC) standards at Attachment 1. 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 <http://www.uga.edu/ovpi/honesty/acadhon.htm>. All students are responsible for informing themselves about those standards before performing any academic work.

Assignments:

1. **Read the text** and additional materials provided by the instructor to become more familiar with the topics discussed during the course.
2. **Read six articles** in an area or areas of human resource management or staff development, considering the scholarly journals listed at Attachment 2. Prepare a one-page abstract of each article following the format at Attachment 3.
3. **Prepare a reflective journal** that records your thoughts and attitudes toward the major concepts and issues discussed in the course. Each week, identify one or two concepts, subjects, 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 the complete copy on the due dates.

4. **Develop a model practice, policy, or concept, or explain an issue** that demonstrates your knowledge of human resource management principles and the application of those concepts to improving student learning, professional development, and/or improved management of schools and/or districts. Include a brief description of

school and community needs or expectations for the model or issue. The paper should be 8-10 pages in length. Demonstrate scholarly work: 1) use correct APA format, 2) include several references from books, journals and other related works, 3) you may interview someone who is knowledgeable about your project area to obtain an “expert opinion,” 4) identify the key elements of your project, and 5) explain the elements and implications of your proposal. See idea starters for concept papers at Attachment 4.

5. **Make a formal ten-minute presentation** of your findings to the class.

6. **Self evaluation/final examination** that will indicate knowledge, skills, and dispositions developed during the course.

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

Assessments:

1. Abstracts will be assessed on five factors:
 - a. accuracy and conciseness of the summary section
 - b. relevance to human resource management and ELCC standards
 - c. grammar and spelling
 - d. personal evaluation of the article
 - e. submission by due date
2. Papers will be evaluated in terms of items 1-5 in Item 4 above, and if the paper is submitted on date due.
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 - *within or close to the time limit*
 - d. solution proposed or issue analysis
 - e. questions from class members
 - f. presentation made as scheduled
4. Attendance and participation. Class attendance is very important. Absences will negatively impact the class participation score. An active discussion participant who is respectful of the time and rights of others is a good model for students and future leaders to follow.

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	40
Research paper	90
Oral presentation	50
Class Participation	80
Final Examination/self evaluation	80
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.

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. Complete guidelines for the portfolio can be found at: <http://www.coe.uga.edu/adminpolicy/medportfolio.html>.

ATTACHMENT 1

Educational Leadership Constituent Council (ELCC) Standards

STANDARD 1

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

- 1.1 Develop a vision
- 1.2 Articulate a vision
- 1.3 Implement a vision
- 1.4 Steward a vision
- 1.5 Promote community involvement

STANDARD 2

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.2 Promote positive school culture
- 2.2 Provide effective instructional program
- 2.3 Apply best practice to student learning
- 2.4 **Design comprehensive growth plans**

STANDARD 3

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 **Manage the organization**
- 3.2 **Manage operations**
- 3.3 **Manage resources**

STANDARD 4

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- 4.1 Collaborate with families and other community members
- 4.2 Respond to community interests and needs
- 4.3 Mobilize community resources

STANDARD 5

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- 5.1 Acts with integrity
- 5.2 Acts fairly
- 5.3 Acts ethically

STANDARD 6

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1 Understand the larger context**
- 6.2 Respond to the larger context
- 6.3 Influence the larger context

Standards listed in bold will be emphasized in this course.

ATTACHMENT 2

Partial List of Scholarly Journals (Examples Only)

American Journal of Education
American Secondary Education
Benefits Quarterly
British Educational Research Journal
Compensation and Benefits Review
Education
Educational Administration Quarterly
Educational Leadership
Educational Management and Administration
Educational Policy
Educational Research
Educational Research Quarterly
Employee Benefits Journal
Employee Relations Law Journal
Harvard Business Review
Harvard Educational Review
Journal of Career Assessment
Journal of Education
Journal of Educational Research
The Phi Delta Kappan
NASSP Bulletin
Social Forces
Social Science Quarterly
Social Science Review
Sociology of Education
Urban Education
Work and Occupations
Work and Stress

Publications Not Approved for Abstracts:

Education Digest
Education Week
Newspapers

ATTACHMENT 3

Abstract Report Form

Name: _____ Date: _____

Topic: _____

Abstract # _____

Biographic Entry (APA Style Manual, Fifth edition):

Summary Description of Article/Chapter:

Implications/reactions to the article's main points:

ATTACHMENT 4

Idea starters for concept papers

1. Recruitment strategies for “hard to fill” staff positions/locations
2. Teacher induction programs
3. Do staff mentoring programs improve student learning/achievement?
4. Effective strategies in substitute teacher management
5. Reduction in force policies
6. Evaluation basics for support staff (non-certificated staff)
7. Advanced degrees and teacher performance/student achievement
8. Merit pay for certificated staff
9. Differentiated pay for specific content certification
10. Employee wellness programs
11. Linking student achievement to teacher evaluation
12. Principal evaluation to improve schools
13. FMLA regulations, compliance, and practical tips
14. Employee exit interviews
15. Staff turnover – what does it really cost?
16. Motivating and retaining a multigenerational workforce
17. Discipline of employees for offsite conduct in the “Facebook Age”
18. Working with ineffective staff to improve performance
19. What are the necessary HR skills for principals?
20. Key elements of interviewing strategies that work
21. Employee assistance programs

**ATTACHMENT 5
Course Schedule
(Tentative)**

<u>Class Meeting</u>	<u>Topics</u>	<u>Assignments Due</u>
August 19	Introduction, instructor and student expectations, Human Resources Administration, Staff Motivation (Chapter 1)	X
August 26	Strategic Planning (Chapter 2)	X
September 2	Legal and Ethical Considerations (Chapter 10)	Topic selection
September 9	Employment process overview	Two abstracts
September 16	Staff recruitment (Chapter 3)	Two abstracts
September 23	Interviewing (Chapter 4)	Two abstracts
September 30	Candidate evaluation process	Partial journal
October 7	Selecting and assigning staff	X
October 14	Induction of all staff (Chapter 5)	Oral reports
October 21	Mentoring and staff development (Chapter 6)	Oral reports
October 28	Compensation (Chapter 8)	Oral reports
November 4	Performance Evaluation (Chapter 7)	Oral reports
November 11	Separation/termination	Oral reports
November 18	Employee organizations (Chapter 9) Support staff management	Final Journal Papers submitted
November 25	NO CLASS - THANKSGIVING BREAK	X
December 2	Final examination Student evaluation of course	X