

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

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

Fall 2007 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 to the class changes in the schedule that become necessary.

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

Meetings: Tuesday, August 21 through November 27, 5:00 – 7:45 PM. Laptop computers are not needed for work during class and students should not bring them. 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 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 <http://www.uga.edu/honesty/>. All students are responsible for informing themselves about those standards before performing any academic work.

Assignments:

1. **Read the text, journal articles** identified on pages 4 and 5 of this document, and **additional materials** provided by the instructor to become more familiar with the topics discussed during the course.
2. **Read six articles** in several areas of human resource management, 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 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. **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 approximately 8-10 pages in length. Demonstrate scholarly work: 1) use correct APA form, 2) include several references from books, journals and other related works, 3) 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.

5. **Make a brief, 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 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. personal evaluation of the article
2. Papers will be evaluated in terms of items 1-5 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—within or close to the time limit
 - d. solution proposed or issue analysis
 - e. questions from class members
4. Attendance and participation
 Class attendance is very important. Absences for any reason 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. 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. Complete guidelines for the portfolio can be found at:

<http://www.coe.uga.edu/adminpolicy/medportfolio.html>. This requirement does not apply to L5 students.

Access these articles from the library reserve system

Go to http://www.libs.uga.edu/access_services/reserves.html, then Course Reserves and the instructor name or course title. The password is **original**.

(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.

ATTACHMENT 1 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.

- 2.1 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 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 the course.

Attachment 2
Partial List of Scholarly Journals
(Examples only)

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

Newspapers

Attachment 3
Abstract Report Form

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 4

Idea starters for concept papers

1. Recruiting “hard to find” staff
2. Strategic planning for human resource management
3. Do staff mentoring programs improve student learning?
4. Fair and appropriate promotion policies
5. Causes of staff complacency
6. Evaluation basics for support staff
7. Developing performance skills in support staff
8. The impact of merit pay for certificated staff
9. The Hungry Dragon: Employee health care
10. A forgotten treasure: Wellness programs
11. Teaming the human resource department and schools
12. Will evaluating principals improve the schools?
13. Should administrative salaries be performance based?
14. Can teacher evaluation programs improve performance?
15. Effective knowledge and skill development programs for non-teaching employees
16. Using compensation to implement policy
17. Where does the concept of site-based management stand today?
18. Some current business issues of human resource management
19. Should ineffective staff receive remediation or termination?
20. What skills do principals use to develop a quality school?
21. Key elements of an interviewing strategy that works

**ATTACHMENT 5
COURSE SCHEDULE
(Initial)**

<u>CLASS MEETING</u>	<u>TOPICS</u>	<u>ASSIGNMENTS DUE</u>
August 21	Introduction, instructor and student expectations, staff motivation (Chapter 1)	X
August 28	Legal considerations in HR management (Chapter 10)	Two abstracts
September 4	Research topic selection, Legal and ethical issues, (Chapter 2)	X
September 11	Strategic planning, employment process	Two abstracts
September 18	Staff recruitment (Chapter 3) Interviewing (Chapter 4)	Two abstracts
September 25	Interview process continued	Partial journal
October 2	Candidate evaluation process	X
October 9	Selecting and assigning staff (Chapter 5)	X
October 16	Mentoring and developing staff (Chapters 5 & 6)	Oral reports
October 23	Evaluation, tenure and promotion (Chapter 7)	Oral reports
October 30	Compensation of staff (Chapter 8)	Oral reports
November 6	Compensation continued	Oral reports
November 13	Separation/termination (Chapter 7) Employee organizations (Chapter 9)	Oral reports
November 20	Support staff management HR policy development (Chapter 10)	Final Journal
November 27	Self evaluation/final examination Student evaluation of course	X