

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

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

Spring 2007 You will be introduced to the major concepts of human resource management and staff development that are used to achieve goals identified through strategic planning and management processes in educational organizations.

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, January 9 through April 24. Laptop computers are not needed for work in this class and you 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. Absences from class will reduce your class participation score and lower the final grade.

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. All students are responsible for informing themselves about those standards before performing any academic work.

Assignments:

1. **Read the text, journal articles** identified on page 6 of this document, and **additional materials** provided by the instructor during the course 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 the class. You may use a format that fits your communication style, but consider the following four items for each of your entries:

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 journal segments when due and a final, complete copy near the end of the course

4. **Develop a model practice, policy, or concept** that demonstrates knowledge of human resource management principles and the application of those concepts to improving student learning, professional development, and improved management of schools and/or districts. In your paper include a brief description of community needs or expectations for the project. 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 formal presentation** of your proposal 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 various 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—approximately within time limit
 - d. solution proposed
 - e. questions from class members

4. Attendance and participation
 Attendance is very important. Absences from class 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.

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 your 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>

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 **weather**.

(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 Today
Education Week
Daily or weekly 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. Values of strategic planning for human resource management
3. Do any mentoring programs improve student learning?
4. Fair and appropriate promotion policies
5. Causes of teacher complacency
6. Evaluation basics for support staff
7. Developing 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. How should the human resource department and schools work together?
12. Will evaluating principals improve the schools?
13. Should administrative salaries be performance based?
14. Can teacher evaluation programs improve performance?
15. Effective development programs for non-teaching employees
16. Developing school leaders: One plan fits all?
17. Where is site-based management and do we care?
18. The business of human resource management
19. Is teacher professional development possible?
20. What skills do principals use to develop a quality school?

**ATTACHMENT 5
COURSE SCHEDULE
(Initial)**

<u>CLASS MEETING</u>	<u>TOPICS</u>	<u>ASSIGNMENTS DUE</u>
January 9	Introduction, instructor and student expectations, staff motivation (Chapter 1)	X
January 16	Legal considerations in HR management (Chapter 10)	Two abstracts
January 23	Research topic selection, Legal and ethical issues, (Chapter 2)	X
January 30	Strategic planning, employment process	Two abstracts
February 6	Staff recruitment (Chapter 3) Interviewing (Chapter 4)	Two abstracts
February 13	Interview process continued	Partial journal
February 20	Interview and candidate evaluation processes	X
February 27	Selecting and assigning staff (Chapter 5)	X
March 6	Mentoring and developing staff (Chapters 5 & 6)	Oral reports
March 13	Spring break—class does not meet	
March 20	Effective staff development programs	Oral reports
March 27	Evaluation, tenure and promotion (Chapter 7)	Oral reports
April 3	Compensation of staff (Chapter 8)	Oral reports
April 10	Separation/termination (Chapter 7) Employee organizations (Chapter 9)	Oral reports
April 17	Support staff management HR policy development (Chapter 10)	Final Journal
April 24	Self evaluation/final examination Student evaluation of course	X