

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

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

Summer 2006 Students are introduced to the major concepts of human resource management and staff development that occur in educational and other organizations to achieve goals identified through strategic planning and management processes.

The syllabus is a general plan for the course. The instructor will announce to the class any 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: Monday and Wednesday, June 12 through July 31. Laptop computers are not needed for work in this class. Please do not bring them. Cell phones are not permitted during class meetings except in case of pending emergencies. Please notify the instructor prior to the beginning of a class session if an emergency exists for you. Attendance and class participation are significant parts of the course. Absences from class will reduce the class participation score thus lowering your final grade.

Final Examination/self evaluation: July 31

Course Objectives:

The knowledge, skills and dispositions emphasized in this course are based on the ELCC standards. Students will be expected to attain knowledge in 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 will be expected to:

- Obtain knowledge and skills in the role of human resource management processes in providing an effective instructional program
- Develop staff development plans that are based on the requirements of a quality instructional program
- Indicate knowledge of effective resource management concepts and practices such as selection, compensation, evaluation, promotion, retention, and separation.
- Obtain knowledge of 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 community needs and plans.

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 the syllabus, and other materials identified during the course to become familiar with the field of human resource management.
2. **Read 6 articles** in as many areas of human resource management as possible. Review examples of scholarly journals listed at Attachment 1. Prepare a one-page abstract of each article following the format at Attachment 2.
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 the school. Include an awareness of community needs in your paper. The paper should be approximately 8-10 pages in length. Demonstrate scholarly work by 1) using correct APA form, 2) include several references from books, journals and other related works, 3) interviews with 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, following the instructions provided at Attachment 3.

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. personal evaluation of the article
 - c. relevance to human resource management and ELCC standards
 - d. general grammatical and spelling usage
2. Papers will be reviewed for items 1-5 in the assignment section
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
 - d. solution proposed
 - e. questions raised by the presentation
4. Attendance and participation
Attendance is the first necessity. If you are not present, you cannot participate. Absences from class for any reason will negatively impact this score. Second is participation. The active participant in discussion who is respectful of the time and rights of others is the preferred model.

The final grade will be determined from scores obtained on the products submitted on schedule.

<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

Beginning summer 2006, 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.

Accordingly, the following points will determine final grades awarded:

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>

COURSE SCHEDULE

(Initial)

CLASS MEETING	TOPICS	ASSIGNMENTS DUE
June 12	Introductions, syllabus, instructor and student expectations, motivating staff (Chapter 1)	X
June 14	Research topic selection, ethical issues, strategic planning (Chapter 2)	Two abstracts
June 19	Legal considerations in HR management (Chapter 10)	
June 21	Legalities continued, the employment process, Pre-recruitment activities (assigned readings)	Two abstracts
June 26	Staff recruitment (Chapter 3)	Two abstracts Journal entries
June 28	Interviewing (Chapter 4), handouts	X
July 3	Interviewing continued	
July 5	Selecting and assigning staff (Chapter 5)	Journal entries
July 10	Mentoring and developing staff (Chapters 5 & 6)	X
July 12	Effective staff development programs	Oral reports
July 17	Evaluation, tenure and promotion (Chapter 7)	Oral reports
July 19	Compensation of staff (Chapter 8)	Oral reports
July 24	Separation/termination (Chapter 7) Human resources for support staff	Oral reports
July 26	Employee organizations (Chapter 9) HR policy development (Chapter 10)	Oral reports Final Journal
July 31	Self evaluation/final examination Course evaluation	

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.

(DO NOT USE THESE ARTICLES FOR 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
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 2
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 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 from the class

V. Summary

Attachment 4

Idea starters for concept papers

1. Effective teacher recruitment
2. Effects of strategic planning on human resource management
3. Factors that impact mentoring programs
4. Making promotion decisions
5. Why teachers become complacent about their work
6. Effective methods to improve the teacher effectiveness
7. Improving non-certificated staff job performance
8. How would the initiation of merit pay for teachers affect schools?
9. Health care plans—problems...and solutions?
10. Fringe benefits: do they impact employees?
11. How may a human resource department help schools?
12. Most important criteria for evaluating principals
13. Should administrative salaries be based on performance?
14. How can teachers be evaluated fairly?
15. A process to improve staff development school or school district
16. Developing leaders in the schools?
17. Whatever happened to site-based management and do we care?
18. School district use of technology in human resource management
19. Is staff development possible or desirable?
20. What skills do principals require to develop a quality school?
21. Is affirmative action a workable concept?