

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

EDAP 7050 PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT

Four semester hours

Course syllabus

Summer 2005 Principles, policies and procedures for employer-employee relationships in school districts are considered, including comprehensive planning and implementation of staff development programs in schools. Students are introduced to the major concepts of human resource management and staff development that should occur in educational and other organizations to achieve goals identified through strategic planning and other management processes.

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

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Text: Rebores, Ronald W. (2003). *Human resources administration in education (7th ed.)*. New York: Allyn and Bacon.

Meetings: Tuesdays, Thursdays, June 9 through August 2. Cell phones and pagers are not permitted during class meetings except in case of pending emergencies. Attendance and class participation are significant parts of the course. Absences from class will negatively affect the class participation score which may also affect the final grade.

Final Examination/self evaluation: August 4

Course Objectives:

The knowledge and skills emphasized in this course are based on the ELCC standards reported at Attachment I. Student will be expected to attain knowledge in objectives 2.1, 2.4, 3.1, 3.2, 3.3, 4.2, 5.1, 5.2, 5.3, and 6.3. Dispositions toward human resource management will be determined through the reflective journal. Knowledge acquisition will be the primary objective, followed by dispositions and skills.

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 improvement 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.
- Demonstrate knowledge of the complexity of the employment and staff development processes required in complex organizations such as schools and school districts.
- Consider community interests and needs in identifying, employing, and developing a highly qualified staff.
- 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 carefully the text, the selected 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 fields of human resource management as possible to explore those areas more in depth. Review examples of scholarly journals listed at Attachment 2. Prepare a one-page abstract of each article following the format at Attachment 3.
3. Maintain a reflective journal of your thoughts and attitudes toward the major concepts and issues discussed in the course. You may identify an idea or belief in your journal each week relative to the topics under discussion. There is great room for flexibility in the format you use, but as a starter, you may consider the following four items to address about each entry:

1. Describe the learning event or belief in a few sentences.
2. Identify the new learning concepts in this situation for 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 this journal to the instructor on the dates identified in the calendar.

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 in Attachment 4.

6. Self evaluation/final examination that indicates 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

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 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
(6/21/05)

CLASS MEETING	TOPICS	ASSIGNMENTS DUE
June 9	Introductions, syllabus, instructor and student expectations, motivating staff	X
June 14	Research topic selection, ethical issues, strategic planning (Chapter 2)	Two abstracts
June 16	Legal considerations in HR management (Chapter 10)	Journal entries
June 21	Legalities continued, The Employment Process, Pre-recruitment activities (assigned readings)	Two abstracts
June 23	Staff recruitment (Chapter 3)	Two abstracts
June 28	Interviewing (Chapter 4), handouts	X
June 30	Interviewing continued	
July 5	Selecting and assigning staff (Chapter 5)	Journal entries
July 7	Mentoring and developing staff (Chapters 5 & 6)	X
July 12	Effective staff development programs	Oral reports
July 14	Evaluation, tenure and promotion (Chapter 7)	Oral reports
July 19	Compensation of staff (Chapter 8)	Oral reports
July 21	Separation/termination (Chapter 7)	Oral reports
July 26	Special issues with support staff Employee organizations (Chapter 9)	Oral reports
July 28	HR policy development (Chapter 10) Emerging issues	Final Journal
August 2	Course summary	X
August 4	Final examination	

Access these articles from the library reserve system

Go to <http://gil.uga.edu>, select Course Reserves and then the instructor or course title. The password for each article is weave.

(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.

Dickerson, A., and Taylor, M. (2001). Self-limiting behavior in women. *Group & Organization Management*, 25 (2), 191-211.

Do you have what it takes to be an effective school leader (2001). *Curriculum Review*, 41 (4), 14-15.

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.

Roe, W., and O'Brien, J. (2002). The role of Golem, Pygmalion, and Galatea effects on opportunistic behavior in the classroom. *Journal of Management Education*, 26 (6), 612-628.

White, S., and Locke, E. (2000). Problems with the Pygmalion effect and some proposed solutions. *Leadership Quarterly*, 11 (3), 389-416.

ATTACHMENT I

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 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 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 interest 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, fairness, and in an ethical manner.

5.1 Act with integrity

5.2 Act fairly

5.3 Act 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 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

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 5

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?