

**THE UNIVERSITY OF GEORGIA  
Program of Educational Leadership**

**EDUL 6016 (4 1-hr courses)  
PERSONNEL ADMINISTRATION AND STAFF DEVELOPMENT  
Four Semester Hours**

**COURSE SYLLABUS**

Spring 2006. Principles, policies, and procedures for employer-employee relationships in school systems are presented and discussed, including strategic planning and the development and implementation of staff development programs in schools. The course acquaints students with the major human resource functions in school districts and local schools. Class discussions, case studies, readings, oral presentations, and the individual research projects based on student interest are the major activities of the course.

The course syllabus is a general plan for the course. The instructor will announce to the class any changes/additions to the schedule that must be made.

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Text:            Rebores, Ronald W. (2004). *Human resources administration in education*  
(7<sup>th</sup> ed.). New York: Allyn and Bacon

Meetings:      Thursdays, January 12 through May 4, 2006. Class attendance and participation are essential for success in the course. More than one absence from class will negatively affect the student's final grade.

Please turn off cell phones and pager during class activities.

Final examination: May 4, 2006.

Technology: Students will use technology in the activities and products of the course. Applications will include the use of word processing, email for communication, the GALILEO databases for locating relevant research, and web sites to access information. Additional technologies may be used as needed to complete course assignments and activities.

Course Objectives:

Students will increase their knowledge and develop selected skills that relate to human resource management through the following experiences:

1. Effective oral and written presentations.
2. Identification of the major human resource functions of a school district.
3. A research project that develops or increases student understanding of a significant issue in human resource management.
4. Use of critical thinking.
5. Participation in cooperative/collaborative learning activities with other students to build a community of learners.
6. Written abstracts and papers that clarify issues and/or offer solutions to problems in clear, concise language.
7. Understanding of the complexities of multicultural organizations such as schools and human resource departments of school districts.
8. Understanding of the technology used in administering human resource operations.

A Culture of Honesty:

All academic work must meet the standards in “A Culture of Honesty,” which states that “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](http://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 and other materials assigned during the course.
2. Read eight articles or book chapters that clarify or explain human resource/ leadership functions and issues. Prepare a one-page abstract of each article or chapter summarizing the major points and identify the relevance, or lack of relevance, of the article or chapter for current human resource management/ leadership thought. (See following pages for abstract format). At the start of each session when abstracts are due, a few of you will be asked briefly to share your abstract and your ideas with the rest of the group.
3. Prepare a short research paper of approximately six pages using scholarly materials as the primary source of information. Use format and notation as indicated in the APA Manual of Style, 5<sup>th</sup> edition. Your paper will address an issue in human resource administration/leadership you select and will include a proposal to resolve the problem, present new ideas, or suggest a new focus for that issue. The paper is due at the time of your oral report.

4. Present an oral report to the class summarizing the findings and solutions identified in your research paper. The maximum time permitted for the report is ten minutes. (See the following pages for oral report ideas and format).

OR

- 3b. Two of you may identify a larger issue to analyze, to develop a conceptual model of a new program, or to propose a solution to a problem. The team will select a topic, with prior approval of the instructor, for research, analysis, and preparation of a research paper (12 pages maximum). The paper is due at the time of your oral report.
- 4b. The two-person team will present an oral report to the class using a team presentation approach, with a maximum time of twenty minutes.
5. There will be a final examination covering the content of the course.
6. Cooperation/collaboration: Each student is expected to participate in all class meetings. You will work individually and as a member of various groups throughout the semester.
7. Class participation includes but is not limited to discussions of readings done at home and during class; sharing ideas and perspectives from your own work experiences; working individually and in small groups to develop questions and ideas related to course topics; sharing of abstracts, and actively attending, taking notes, and asking questions as instructor, guest speakers, and other students present to the class,

Grades: Final grade for the course will be determined by an accumulation of points for each of the significant products and activities required in the course.

<u>Component</u>	<u>Maximum Points</u>
Abstracts	80
Research paper	90
Oral presentation	60
Class participation	90
Final examination	80

- A = 360-400 points  
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 form at the end of the semester.

**EDUL 6016 – Updated COURSE OUTLINE and CALENDAR  
(Subject to Revision)**

<b>CLASS MEETING</b>	<b>TOPICS</b>	<b>ASSIGNMENTS DUE</b>
January 12 <sup>th</sup>	Introductions, course syllabus, instructor and student expectations; Why become a school or district leader? What are the issues facing school and district leaders today?	X
January 19 <sup>th</sup>	Research topic selection; Code of Ethics for Educators; organizational basics and leadership theory (R, Chapters 1-2; GDOE video)	X
January 26 <sup>th</sup>	The legal side of things (R, Chapter 10; J, Chap. 9)	two abstracts
February 2 <sup>nd</sup>	What makes an effective leader? Preparing for change (J, Chapter 9; other assigned readings)	two abstracts
February 9 <sup>th</sup>	Accountability and excellence – are they the same thing? (J, Chapters 9 and 11)	two abstracts
February 16 <sup>th</sup>	Leadership for school reform (J, Chaps. 5-6, 14-15)	two abstracts
February 23 <sup>rd</sup>	The Georgia Performance Standards – what are the implications for educational leaders? (assigned readings)	X
March 2 <sup>nd</sup>	The employment process – job definition, recruitment, hiring – and, sometimes, firing (R, Chapters 3-4)	X
March 9 <sup>th</sup>	Placing, nurturing, and evaluating staff (R, Chapters 5, 6, & 7)	X
March 23 <sup>rd</sup>	School finance and staff compensation (R, Chapter 8; J, Chapter 10)	Oral reports
March 30 <sup>th</sup>	Integrating staff development into your school improvement efforts (assigned readings)	Oral reports
April 13 <sup>th</sup>	Diversity and community relations; Teaching for social justice (J, Chapter 13; assigned readings)	Oral reports

April 20 <sup>th</sup>	Effective communication strategies (assigned readings)	Oral reports
April 27 <sup>th</sup>	Summary of emerging issues for school leaders – what are our values? Where do we go from here?	Oral reports
May 4 <sup>th</sup>	Final examination – online	

(NOTE: No class sessions scheduled 3/16 and 4/6, due to UGA and Barrow County spring break, respectively).

## **Examples of Research Journals (for your abstracts)**

### **Use these or similar publications**

Administration and Society  
Administrative Science Quarterly  
Administrator's Notebook  
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  
HR Focus  
Journal of Education  
Journal of Educational Research  
Middle Ground  
Phi Delta Kappan  
NASSP Bulletin  
Peabody Journal of Education  
Planning and Changing  
Principal Leadership  
Social Science Quarterly  
Social Science Review  
Sociology of Education  
Urban Education  
Work and Occupations

### **Publications not approved for abstracts**

Education Digest  
Education Today  
Education Week  
Newspapers

## Abstract Report Form

Name:

Date:

Topic:

Abstract #:

1. Bibliographic entry (APA Publication Manual, 5<sup>th</sup> Edition)

2. Summary description of article/chapter

3. Implication(s) of ideas presented in the article/chapter

## **Suggested Outline for the Oral Presentation**

- 1. Statement of the human resources/leadership issue you researched**
- 2. Review of external readings for the project**
  - A. Identification of sources of information
  - B. Analysis of information, considering current thought on the topic
  - C. Synthesis of the key points from information sources
- 3. Specific implications of this topic for human resources/leadership**
- 4. Questions and answers**
- 5. Summary**

## **Additional Tips for Delivering a Quality Presentation**

1. Develop a written outline with the key ideas clearly identified within your notes.
2. Provide at least one example of each key idea.
3. Use technology – e.g., PowerPoint – and other visual aids if they will enhance your presentation.
4. Hand out a note-taking outline.
5. Provide a reading reference to members of class a part of your presentation materials.
6. Your presentation should encourage questions from class members. Time will be allowed for questions after your presentation.
7. Rehearse your report several times before you are scheduled to make your presentation to the class.
8. Speak clearly and assertively.

**Potential Research Topics**  
(You are not limited to these)

1. The major challenges facing school and district administrators in the 21<sup>st</sup> Century.
2. Ethical challenges for educators.
3. What are the most important skills for school/district administrators?
4. Recent research on leadership – what does it say?
5. How can leaders promote positive school reform?
6. How can school leaders achieve accountability and excellence?
7. Effective ways to recruit teachers or administrators.
8. The most important qualities to look for when hiring teachers or administrators.
9. Criteria for evaluating teachers.
10. Criteria for evaluating principals.
11. Research-based strategies for improving employee performance.
12. Developing leadership capacity within your staff.
13. Creating meaningful and effective staff development programs.
14. The impact of merit pay on staff performance.
15. Teacher retention – how do we keep our best teachers in the profession?
16. Being an effective leader in an increasingly multicultural world.
17. The role of school leaders in promoting social justice.
18. Do unions and collective bargaining make schools better places for staff and students?
19. Do we need to reconsider how schools are financed?
20. The role of the human resources office in supporting schools.