

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special Education

EDLR 6410
EDUCATIONAL PERSONNEL ADMINISTRATION

THREE CREDITS

Assistant Professor: Albert Isaacs, PhD
Telephone: Office (706) 729-229
E-mail: aisaacs@aug.edu

Office location: University Hall, 3rd floor, room 320.
Office hours: Tuesday: 1pm to 5 pm.
 Wednesday: 1pm to 5 pm
 Thursday 1pm to 5pm
 (Or by appointment)

Class location: University Hall, 3rd floor, room 356
Class hours: Every Wednesday from 4:30pm to 7:45pm.

Course Description: In this *Performance-based* course organizational dimensions and human resource planning will be discussed as they pertain to recruitment, selection, placement and induction, staff development, appraisal, rewards, collective negotiations, and legal, ethical, and policy issues in the administration of human resources.

Textbook: Rebores, R.W. (2007). *Human resources administration in education: A management approach* (8th Ed.). Boston: Allyn & Bacon.

Live Text

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Educational Leadership **Performance based** program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) Awareness, defined as acquiring concepts, information, definitions, and procedures; (2) Understanding, defined as interpreting knowledge to school environments,

integrating concepts with practice, and using knowledge and skills in context; and (3) Capability, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Demonstrate an understanding of the influences on curriculum development stemming from the functions of a school within a social and cultural context.
2. Demonstrate an understanding of the relationship between the nature of learning and curriculum development.
3. Identify various models for curriculum development and the rationale for each model.
4. Identify the elements of curriculum development (i.e., needs, objectives, content, etc.)
5. Demonstrate an understanding of the procedures and functions of goal analysis and development of objectives in curriculum planning.
6. Demonstrate an understanding of the factors involved in organizing curriculum content.
7. Plan for goals and objectives, for related learning experiences, and for evaluation of student performance using a specific curriculum development model.
8. Demonstrate an understanding of the criteria involved in the selection of curriculum activities.
9. Identify the major reasons for curriculum evaluation.
10. Demonstrate an understanding of the procedures involved in evaluating curriculum and program development.
11. Identify leadership skills necessary for achieving effective curriculum development and implementation.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Specific standards addressed in this course

Course assignments are aligned to support candidate awareness, understanding, and capability for these standards:

ELCC Standard 3.3

Georgia PSC Standard Three

ISLLC Standard Three

Method of Instruction

1. PowerPoint presentations
2. Discussions
3. Problem solving and critical analysis
4. Case studies

Course Schedule

| | |
|-----------------------------|--|
| <u>Week #1 (March 10).</u> | Course Overview and Assignments' Detail Chapter One – Organizational Dimensions PowerPoint lecture and class activity |
| <u>Week #2 (March 17).</u> | Chapter Two – Human Resource Planning PowerPoint lecture and class activity Mission Statement paper is due |
| <u>Week #3 (March 24).</u> | Chapters Three- Recruitment. PowerPoint lecture and in-class activity |
| <u>Week # 4 (March 31).</u> | Chapter Four – Selection. PowerPoint lecture and class activity |
| <u>Week # 5 (April 7).</u> | Chapter Five – Placement and Induction Reading: Chapter Six – Staff Development PowerPoint lecture and in-class activity School principal as guest speaker <i>Compensation District Compensation plan is due</i> |
| <u>Week # 6 (April 14).</u> | Chapter Seven – Performance Evaluation. Chapter Eight - Compensation PowerPoint lecture and class activity |
| <u>Week # 7 (April 21).</u> | Chapter Nine – Collective Negotiations Chapter Ten – Legal, Ethical and Policy issues |

Central Office Director for Human Resources as guest speaker
PowerPoint lecture and class activity

Week # 8 (April 28).

Human Resource Forecast paper is due.
PowerPoint presentation of HRF

Performance Assessment

Overview of key functions in human resource planning, such as recruitment, selection, placement and induction, staff development, appraisal, rewards, collective negotiations, and legal, ethical, and policy issues in the administration of human resources.

Course Activities: Field experiences.

1. The culminating exercise for the course will be for the candidate to conduct and present a detailed five year human resources forecast for his/her school. The steps in the process are presented in Chapter Two of our text and will be discussed in detail during class. The student is free, however, to use another design – or create their own design. The forecast is to be written in portfolio form complete with charts, graphs, etc. and is to be turned in the last night of class. Each student will make a graded in-class presentation of his/her forecast during the last class meeting. The exercise must be loaded into LiveText®. (40) points) (*Awareness, Understanding, Capability*)
2. Secure a copy of a school district compensation plan for support personnel. Analyze the plan and related documents to determine: (a) Are there indications that job analyses (skills, knowledge, abilities, and responsibilities) have been employed in determining job content? Are there indicators of methods employed to determine the values of different job categories? (b) Develop a graphic portrayal of support jobs in order to determine the relationship between dollar values and job values. Can you tell from the graphical portrayal that dollar values and job values are out of line? (30) points) (*Awareness, Understanding, Capability*)
3. Contact two different school districts in your area and obtain their mission statement. Discuss how they are alike and how they are different. What implications does the mission statement of each have for the personnel requirements of each district?(15) points (*Awareness, Understanding, Capability*)

SCORING OF ASSIGNMENTS

| | |
|----------------------------|----|
| Human Resource Forecast | 40 |
| Presentation of HRF | 5 |
| District Compensation Plan | 30 |
| Mission Statement | 15 |
| Class participation | 10 |

Total: 100

GRADING

| | |
|-------------------|----------|
| ≥ 90 | A |
| 89.99 – 80 | B |
| 79.99 – 70 | C |
| 69.99 – 60 | D |
| < 60 | F |

FIELD EXPERIENCE SCORING RUBRIC:

| CRITERIA SCORING | UNSATISFACTORY 0-69 Points | IN PROGRESS 70-79 Points | PROFICIENT 80-89 Points | EXEMPLARY 90-100 Points |
|--|---|---|--|--|
| Candidate demonstrates the knowledge to manage the organization by effectively analyzing and organizing resources, processes and systems to support teaching and learning. | The artifacts and/or supporting explanations DO NOT provide evidence the candidate has the knowledge to manage organizational resources in a manner that supports teaching and learning. Evidence and/or artifacts are missing. | The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to manage the organization effectively in support of teaching and learning. Evidence and artifacts are not presented in a professional manner. | The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to manage the organization effectively and MEET the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner | The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to manage the organization by effectively analyzing and organizing resources, processes and systems to support student learning. |
| Manage operations within the structure of Georgia public education rules, regulations and laws through implementation of a comprehensive organizational development process. | The evidence and artifacts provided by the candidate DO NOT demonstrate the candidate has the knowledge to manage the organization within the structure of Georgia public education rules, regulations and | The artifacts and evidence presented by the candidate demonstrate a DEVELOPING understanding by the candidate of how to manage operations within the structure of Georgia public education rules, | The evidence and artifacts presented by the candidate demonstrates the knowledge required to manage operations within the structure of Georgia public education rules, regulations and | The artifacts, evidence, and supporting explanations presented by the candidate demonstrate a clear understanding of the knowledge necessary to manage operations |

| | | | | |
|--|--|--|--|---|
| | laws. Evidence and/or artifacts are missing. | regulations and laws. Artifacts and evidence are not always presented in a professional manner. | laws and MEET the level of knowledge required. The artifacts and evidence presented in a professional manner. | within the structure of Georgia public education rules, regulations and laws and EXCEED expectations. The evidence and artifacts are presented in a professional manner. |
| Analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness. | The artifacts and/or supporting explanations DO NOT provide evidence the candidate has knowledge to analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness. Evidence and/or artifacts are missing. | The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to analyze resources, processes and systems to support teaching, learning and organizational effectiveness. Evidence and artifacts may not be presented in a professional manner. | The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to analyze and organize resources, processes and systems and MEET the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner | The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to analyze and organize resources, processes and systems to support student learning and organizational effectiveness. The evidence and artifacts was presented in a professional manner. |
| Candidate demonstrates the knowledge and ability to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. | The artifacts and/or supporting explanations DO NOT provide evidence the candidate has the ability and knowledge to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. | The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to create, implement and monitor a budget based on Georgia's educational funding procedures that | The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness and | The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge to create, implement and monitor a budget based on Georgia's educational |

| | | | | |
|---|--|---|---|--|
| | Evidence and/or artifacts are missing. | supports teaching and learning and organizational effectiveness. Evidence and artifacts are incomplete. | MEET the requirement in support of teaching and learning. The evidence and artifacts are complete. | funding procedures that supports teaching and learning and organizational effectiveness. The evidence and artifacts are complete and presented in a professional manner. |
| Provide and maintain facilities that support teaching and learning. | The evidence, artifacts and supporting explanations DO NOT demonstrate that the candidate has knowledge to provide and maintain facilities that support teaching and learning. Evidence and artifacts are missing. | The evidence, artifacts and supporting explanations demonstrate a DEVELOPING level of candidate understanding of the knowledge needed to Provide and maintain facilities that support teaching and learning. Evidence and artifacts may not be presented in a professional manner. | The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to provide and maintain facilities and MEETS the requirement in support of teaching and learning. The evidence and artifacts are presented in a professional manner | The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge needed to provide and maintain facilities that support teaching and learning. Evidence and artifacts was presented in a professional manner. |
| Candidate demonstrates the knowledge and ability to recruit and hire qualified personnel to support teaching and learning and organizational effectiveness. | The artifacts and/or supporting explanations DO NOT provide evidence the candidate has knowledge to recruit and hire qualified personnel to support teaching and learning and organizational effectiveness. Evidence and/or artifacts are missing. | The artifacts and/or supporting explanations provide evidence of a DEVELOPING level of candidate understanding of the knowledge needed to recruit and hire qualified personnel to support teaching, learning and organizational effectiveness. Evidence and artifacts are incomplete. | The evidence and artifacts presented by the candidate demonstrate an understanding of the knowledge to recruit and hire qualified personnel and MEET the requirement in support of teaching and learning. The evidence and artifacts are complete. | The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate a clear understanding of the knowledge needed to recruit and hire qualified personnel to support student learning and organizational effectiveness. The evidence and artifacts are |

| | | | | |
|--|--|--|--|--|
| | | | | complete and presented in a professional manner. |
|--|--|--|--|--|

Grades are not curved.

No assignments will be accepted late. All assignments are due on the assigned date and no grade will be given (i.e., the grade will be zero) for work not turned in when due. If you cannot attend class, it is your responsibility to have your assignments in your instructor's possession by class time. For example, if class begins at 4:30pm, the instructor have your assignment by 4:29pm on the assignment due date.

Attendance

Roll will be taken during each class. You must attend 60% of the classes to be given credit for the course. Since we have eight class meetings (four during summer session), you cannot miss more than two classes (none during summer session) regardless of the reason and still receive credit for the course. On the third absence, your grade will be "F". To receive credit for attending class, you must be present for 60% of the class. For example, for a four hour class, you must be in attendance for no less than two hours and twenty-five minutes.

Tardiness

Tardiness will not be tolerated. Students must make the necessary arrangements to be on time (**4:30pm**) for all the eight classes. One point will be deducted from the class participation when a student enters the class after 4:30 pm.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42 of the 2008-2009 Augusta State University Catalog. In part, the policy reads:

"Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge."

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling, and Special Education Web site

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or

persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones and Laptops

The use of laptops and cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

Dessler, G. (2005). *Human Resource Management* (10th ed.). New York: Pearson Education.

Gibson, J.L., Ivancevich, J.M., Donnelly, J.H., and Konopaske, R. (2006). *Organizations: Behavior, Structure, Processes* (12th ed.). Boston: McGraw-Hill.

Manning, G. and Curtis, K. (2007). *The Art of Leadership* (2nd ed.). Boston: McGraw-Hill.

Pierce, J.L. and Newstrom, J.W. (2006). *Leaders and the Leadership Process: Readings, Self-Assessments and Applications* (4th ed.). Boston: McGraw-Hill.