

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING,
AND SPECIAL EDUCATION**

EDLR 6410 On-line Section Educational Personnel Administration (2-2-3)

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Office Hours: 2:00 p.m.–5:20 p.m. (MTW)

COURSE DESCRIPTION: 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. School/District-level performance-based field/lab exercises required.

TEXT: Rebore, R.W. (2011). *Human resources administration in education: A management approach* (9th Ed.). Boston: Allyn & Bacon.

LiveText: 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.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES:
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.

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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.

COURSE GOALS AND OBJECTIVES

The Educational Leadership 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, the 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 Performance-Based Educational Leadership programs at Augusta State University offer candidates opportunities to apply knowledge and skills in real educational settings.

The candidate will...

- 1.) Understand, develop, and clarify basic concepts and principles of human resources.
- 2.) Understand and apply knowledge about effective human resources planning.
- 3.) Analyze sound personnel policies as they pertain to employee welfare, benefits, and working conditions.
- 4.) Synthesize educational theory and appropriate practices as they reflect on human resource development.
- 5.) Acquire understanding of the guiding purpose of effective personnel administration programs (i.e., the task of improving the quality of personnel and, therefore, the quality of instruction to students).
- 6.) Understand and discuss the importance of staff development as a method of improving the school's climate and intellectual vitality.
- 7.) Understand, manage, and promote diversity in the workplace.

COURSE CONTENT:

Week #1

Course Overview and Assignments' Detail

Text: Chapter One – Organizational Dimensions

WebCT assignment(s)

Week #2

Text: Chapter Two – Human Resource Planning

WebCT assignment(s)

Week #3

Text: Chapters Three and Four- Recruitment and Selection

WebCT assignment(s)

Week #4

Text: Chapter Five – Placement and Induction

WebCT assignment(s)

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Week #5

Text: Chapter Six – Staff Development
WebCT assignment(s)

Week #6

Text: Chapters Seven and Eight – Performance Evaluation and Compensation
WebCT assignment(s)

Week #7

Text: Chapter Nine – Collective Negotiations
WebCT assignment(s)

Week #8

Text: Chapter Ten – Legal, Ethical, and Policy Issues
WebCT assignment(s)
Final Project Due

All candidate work for all field exercises in this course must be loaded into LiveText. Each candidate is expected to also load these field exercises into their respective personal LiveText portfolios. No permanent grade will be assigned to any candidate work in this course that is required to be loaded into LiveText and is not loaded into LiveText (i.e., the grade will be zero). LiveText submissions must be completed within one week after the due date for the assignment.

COMPENTENCIES:

ELCC STANDARD 3.0, Georgia PSC Standard 3.0, and ISLLC Standard 3.0

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by implementing a continuous organizational improvement approach to developing and managing the organization, operations, and resources as prescribed in Georgia law, rules and regulations, and in a way that contains costs and maximizes benefits for students, parents and taxpayers.

Method of Instruction: This section of the course will be delivered online through GeorgiaVIEW (WebCT vista). Login and all other information concerning the web portal(s) can be found through <http://aug.view.usg.edu/>. Other WebCT help is available through ASU's IT services: 1-706-737-1484.

Course Schedule: The weekly sessions for the course will run concurrent with the semester term during which the course is offered. The schedule for any particular semester is contained in the course portal on WebCT. The course week will run from 12:01AM Friday through to 6:30PM the following Thursday.

Performance Assessment: Each reading and written assignment will be found in WebCT within the learning module for each week. The assignment(s), the instructions for completing

the assignment(s), and weekly submission instructions will also be contained in the WebCT assignment portal(s) and/or learning module(s).

ASSESSMENT PROCEDURES

(Awareness, Understanding, Capability) The culminating exercise for the course will be for the candidate to conduct and present a detailed five year human resources forecast and a five year student enrollment forecast for his/her school. The steps in the processes are presented in Chapter Two of our text and a further explanation of the exercise is attached to this syllabus. The candidate is free, however, to use another design – or create their own design, if the alternate design is first approved by the instructor. The forecasts are to be written in portfolio form complete with charts, graphs, etc. and must be loaded into WebCT by 6:30Pm on the last week of class as showing in the WebCT Assignment for week eight. Each candidate will load into WebCT a power point presentation of his/her school’s forecasts. The completed forecasts and power point exercise must be loaded into LiveText®.

(Awareness, Understanding) Homework assignments will be due weekly and must be posted into WebCT by 6:30Pm each Thursday. These assignments are drawn from our text chapters’ **Discussion Questions and Statements and Suggested Activities**. A list of assignments is attached to this syllabus as an appendix. If applicable, each assignment is to be written in APA style and **points will be deducted for APA errors**.

ASSESSMENT STANDARDS’ ALIGNMENT

ELCC	PSC	ISLLC	Georgia BOR Performance Strands
3.1	3.2	K,D, and P	Strands 4-8
3.2	3.3		
3.3	3.6		

Grading

≥ 90	A	Human Resources Forecast	30 pts.
89.99 – 80	B	Weekly Participation	10 pts.
79.99 – 70	C	Homework Assignments	60 pts.
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	The artifacts and/or supporting explanations DO NOT provide evidence the	The artifacts and/or supporting explanations provide evidence of a	The evidence and artifacts presented by the candidate demonstrate an understanding of	The evidence and artifacts and supporting explanations provided by the

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<p>effectively analyzing and organizing resources, processes and systems to support teaching and learning.</p>	<p>candidate has the knowledge to manage organizational resources in a manner that supports teaching and learning. Evidence and/or artifacts are missing.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
<p>Manage operations within the structure of Georgia public education rules, regulations and laws through implementation of a comprehensive organizational development process.</p>	<p>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 laws. Evidence and/or artifacts are missing.</p>	<p>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, regulations and laws. Artifacts and evidence are not always presented in a professional manner.</p>	<p>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 laws and MEET the level of knowledge required. The artifacts and evidence presented in a professional manner.</p>	<p>The artifacts, evidence, and supporting explanations presented by the candidate demonstrate a clear understanding of the knowledge necessary to manage operations within the structure of Georgia public education rules, regulations and laws and EXCEED expectations. The evidence and artifacts are presented in a professional manner.</p>
<p>Analyze and organize resources, processes and systems to support teaching, learning, and organizational effectiveness.</p>	<p>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.</p>	<p>The artifacts and/or supporting explanations provide evidence of a DEVEDLOPING level of candidate understanding of the knowledge needed to analyze organize resources, processes and systems to support</p>	<p>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</p>	<p>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</p>

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	Evidence and/or artifacts are missing.	teaching, learning and organizational effectiveness. Evidence and artifacts may not be presented in a professional manner.	teaching and learning. The evidence and artifacts are presented in a professional manner	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. Evidence and/or artifacts are missing.	The artifacts and/or supporting explanations provide evidence of a DEVEDLOPING level of candidate understanding of the knowledge needed to create, implement and monitor a budget based on Georgia's educational funding procedures that supports teaching and learning and organizational effectiveness. Evidence and artifacts are incomplete.	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 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 to create, implement and monitor a budget based on Georgia's educational 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 DEVEDLOPING level of candidate understanding of the knowledge needed to Provide and maintain facilities that support teaching and learning. Evidence and	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	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

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		artifacts may not be presented in a professional manner.	presented in a professional manner	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 OR BEFORE THE ASSIGNED DATE EACH WEEK AND NO GRADE WILL BE GIVEN (I.E., THE GRADE WILL BE ZERO) FOR WORK NOT POSTED INTO THE ASSIGNMENT PORTAL OF WEBCT WHEN DUE. IT IS YOUR RESPONSIBILITY TO HAVE YOUR ASSIGNMENT POSTED INTO WEBCT BY 6:30PM ON THURSDAY OF THE WEEK DUE.

CLASS PARTICIPATION

Each candidate is be required to log in to the WebCT discussion portal AT LEAST TWICE per week. The first login requires the candidate to describe the assignment they completed for that week’s homework giving a detailed explanation of what they learned in completing the assignment. The second login requires the candidate to comment on and discuss the other candidates’ “learning moment(s)” as described in each candidate’s first weekly login. The professor will participate in these weekly

discussions. The login and discussions are due weekly between 6:30Am on Monday and 6:30Pm on Thursday of each week.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 46 of the 2010-2011 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.

Cell Phone & Pager Policy

Students are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

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 your professor promptly about problems or concerns with assignments or requirements of the course.

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/>

THIS SYLLABUS CAN BE ALTERED ONLY BY THE INSTRUCTOR AND ONLY AFTER GIVING ALL CANDIDATES NOTICE NOT LESS THAN ONE WEEK PRIOR TO ANY CHANGE UNLESS SUCH CHANGE COMES DIRECTLY FROM AUGUSTA STATE UNIVERSITY OR THE COLLEGE OF EDUCATION. NOTICE WILL BE CONSIDERED AS HAVING BEEN GIVEN TO ALL CANDIDATES EITHER DURING CLASS OR VIA CAMPUS PIPELINE.

Reference List

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.

EDLR 6410 Homework Assignment Appendix

Week One Choose two:

What is the human resources responsibility of the superintendent of schools?
(Include specifics for your particular district).

Describe the link between the HR function and both the business and instructional functions of a school district.

How does the use of technology in human resources administration support data-driven decision making?

Week Two

Obtain your BOE policies concerning equal employment opportunity and affirmative action. Write a comparison of these policies with those in chapter two of our text.

Week Three Choose two:

Describe the factors you think would influence a person to seek employment in your school.

Obtain a copy of a recruitment brochure for an administrative position that has been used in a school district in your geographic area, and write a comparison of it with the brochures in Chapter Three of our text.

Develop, in writing, a list of interview questions that you think will help identify the most qualified applicant for your school – include a rationale for each question.

Interview your district's HR director in person or over the phone in order to find out how your district conducts background checks.

Week Four Choose Two

Identify and critically evaluate the reasons why the induction of first-year teachers is so important.

Describe mentoring and explain why it is such an effective method of induction.

Interview an HR administrator in person or on the phone in order to elicit an opinion about the difficulties and positive aspects of their district's induction process.

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Homework Appendix Continued

Week Five Choose Two

What are some strategies that can be used to motivate employees to participate in staff development?

How might the principles of adult learning influence the creation of staff development programs?

Identify and describe staff development programs that are most beneficial for building administrators.

Obtain the policies of your school's district on staff development. Write a comparison of the policies with the principles set forth in our text.

Week Six Answer Both

1) What is the rationale for the performance evaluation of employees; how does performance evaluation benefit both the employee and the district, and explain how performance evaluation can be an integral component of effective supervision.

2) Obtain a copy of the evaluation forms used in your district/school and write a comparison of them with the model forms in chapter seven of our text.

Week Seven

Critically evaluate this question: Should public school employees (including teachers) have the right to strike?

Week Eight Choose Two

Interview an attorney in person or on the phone who specializes in school law and discuss with him/her the role and function of a school district's legal counsel.

Interview an HR administrator in person or over the phone about the process his/her district uses when sued over a personnel issue.

How does the reasonable person concept influence the practice of HR administration?

What are the ethical responsibilities of a building principal with regard to the HR function? Explain in detail.

Field Exercise Explanation

This field exercise requires **four steps**: **1)** Complete a five year student enrollment forecast for your school. A template is provided in Ch. 2 of our text. Now, the text template is for an entire district; I only want your school, so you will have to condense it down to just your grades – 1-5; 6-8, and 9-12. For those of you in middle and high school, all you need is data from your feeder schools, instead of birth data, and follow the template. Elementary schools it's a little tricky, but I've covered that below, **2)** Complete a staffing inventory for your faculty as of this school year, you can design it (spreadsheet) however you wish, by grade or subject. **3)** Talk with your faculty to determine how many – per grade/subject – plan to leave during the next five years. Make sure this part is non-threatening; be sure they know it is only a homework assignment, and you are not a spy! **4)** With the data you now have on enrollment and employment, complete your staffing needs forecast per year for the next five years. See my spreadsheet example below. Remember, expected class size changes and enrollment trends affect your staffing level. Use as much information as you can find on class size changes and other state mandates, etc. that you know of that will impact your forecast. It's just a forecast, so do not get tense over this. I want you to understand and work through the process for when you become a principal.

Note: The below web site information for live births is for Georgia. For candidates in other states, you should call your local county health department for your state's same information.

Elementary school candidates completing the enrollment portion of this exercise need to use live births in developing your first grade enrollment projections. Our text covers this in Ch. 2. The live birth data for Georgia counties surrounding Augusta State University can be found using the below steps:

- 1) log-on to: www.health.state.ga.us
- 2) scroll down to the icon on the left: **Vital Records**; open **Vital Records**
- 3) look for the word OASIS across the address bar near the top of the page, and open OASIS
- 4) in the very first box marked **QUERY TOOL** open Maternal/Child Health
- 5) under the table headed Geography, scroll down to East Central District (Augusta) and click **GET DATA!** icon on the right.

This is what you need. It is now a matter of getting the live birth data for each year, by county, and completing the template in Ch. 2. Note: if you are in a large county, with more than one elementary school, just divide the live births by the number of elementary schools in your county and use that pro rata number. Ex.: you have 500 live births in 2005 and five elementary schools in your county, use 100 to project your school's 2011 first graders. And, if the data does not cover enough years for a five year forecast – say it ends in 2008 – reduce your forecast accordingly.

Below is my idea for a staffing forecast spreadsheet for a middle school

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Faculty Inventory/Forecast

Subject	Yr. 2010-11 Faculty	2011-12 Forecast	2012-13 Forecast	2013-14 Forecast	2014-15 Forecast	2015-16 Forecast
English 6 th						
English 7 th						
English 8 th						
Math 6 th						
Math 7 th						
Math 8 th						
Etc.						