Pre-requisites
None

Catalog Description
Allocation of human resources to accomplish the purposes of the school organization.

Purpose
This course examines competencies related to effective school personnel administration and facilitation.

Course Description
Provides a general understanding of the personnel function in educational settings.

Course Objectives
As a result of active participation and successful completion of course requirements, students will be able to:

- develop an appreciation of the nature, significance, and scope of the personnel function in an educational setting.
- identify the major components of the human resource function and the responsibility of educational administrators to plan, organize, actuate and control the human resource function.
- develop the ability to analyze issues confronting educational administrators from a human
resources perspective.

- identify major economic, social, political and legal constraints that impact the human resource function.

The following standards will be included:
Interstate School Leaders Licensure Consortium (ISLLC):
1.4, 1.14, 2.1, 2.2, 2.3, 2.4, 2.7, 2.10, 3.6, 3.22, 5.4, 6.1

Standards and Indicators for School Improvement (SISI):
6.1a, 6.1b, 6.1c, 6.1e, 6.2a, 6.2b, 6.2c, 6.2d, 6.2f

Critical Success Factors (CSF):
5, 6, 9, 11, 12

**Course Topics**
Emphases are placed on understanding organization development and change; central office and school unit responsibilities for recruiting, selecting, retaining, developing and evaluating employees; workforce diversity; and legal and regulatory compliance.

**Recommended Text and Materials**

**Bibliography**


**Suggested Reading List**


Course Organization and Expectations
This course is designed on the assumption that learning is something that we as adult learners actively engage in by choice, have a commitment to, and accept a responsibility for. The format of the class will be that of a community of scholars, each with their rights and responsibility of membership. Differing perspectives and opinions will not only be tolerated but also encouraged.

Teaching Methods
This course relies heavily on in-class discussion, discussant lecturing, group work, written work, and projects/papers demonstrated and evaluated in class. Focus will be upon active engagement as adult learners.

Grading/Evaluation
Assessment will be based on the evaluation of student’s attainment of course objectives through their attendance and participation in class discussion and activities, and completion of written assignments, projects and assessments.

Students will be given an opportunity to revise and resubmit work that does not meet acceptable standards for a “C” (Exception: Exams). No grade higher than a “C” may be earned on a resubmitted paper.

An incomplete will result in a final grade no higher than a “B” upon completion of all requirements.

All work will be due on the date specified by the instructor. Ten points will be deducted for each day work is turned in after the due date.

More than one absence from class, lack of participation in class activities, or failure to complete non-graded assignments will adversely affect the student’s final grade for the course. The professor will decide consequences of class absences on an individual bases.

Grading Scale
A = 90 - 100
B = 79 - 89
C = 75 - 78

Additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student’s written signature (this is to protect the student’s privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: “I give my consent to the instructor to discuss my course grades with me via E-mail. Or “I prefer the following method for discussion of my grades (a phone call or I will pick up documents).” The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.
Graduate students are expected to express ideas logically, both orally and in writing. Unless instructed otherwise, written materials should be word-processed in 12-point font, Times Roman, double-spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc., are to be in bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved by the instructor. All materials should be proofed for accuracy. In accordance with the policies of the Department of Educational Administration, Leadership, and Research APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct.

Assignments will be submitted either electronically or as hard copy as instructed by the professor. All electronic submissions are to be as a Microsoft Word document.

Any materials submitted in a non-digital format must be retrieved no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

**Assignments**

**Issue Paper**
The issue paper (seven to ten pages not including title page and reference page) is an effort to extend your knowledge in an area of human resources management and leadership. Early in the semester, select an issue or problem of special interest to you that is related to human resources. Below are suggested topics; however, a topic not included on the list may be addressed if approved by the instructor.

<table>
<thead>
<tr>
<th>Academic Freedom and Tenure</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative Action</td>
<td>Personnel Compensation</td>
</tr>
<tr>
<td>American Disabilities Act</td>
<td>Personnel Evaluation</td>
</tr>
<tr>
<td>Certification</td>
<td>Professional (Learning) Communities</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Professional Development</td>
</tr>
<tr>
<td>Decision Making and Problem Solving</td>
<td>Retention and Dismissal of Personnel</td>
</tr>
<tr>
<td>Group Dynamics, Collaboration, and Teamwork</td>
<td>School-Based Decision Making</td>
</tr>
<tr>
<td>Instructional Leadership</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Professional Learning Communities and School Culture will not be approved.*

**Review of Current Literature**
Read two recent (within the last 10 years) educational articles dealing with various components of personnel or human resources administration. Articles may only come from journals and must be at least three pages in length. These articles should include topics of historical development in human resources administration, functions of personnel or human resources administration, or other approved topics by the instructor. Complete a two-page write-up of each article. The write-up should summarize the article (what the article said) and include a critique (what you thought of what the article said). None of the articles may be on the topic selected for the Issue paper.

**Attendance and Participation**
Research clearly indicates that class attendance and participation are integral factors in student learning. Students are expected to attend all class sessions and participate in class activities
having read and prepared assigned materials. More than one absence from class, lack of participation in class activities, or failure to complete non-graded assignments will adversely affect the student’s final grade for the course. The professor will decide consequences of class absences on an individual bases.

There may be personal and professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, the instructor should be contacted immediately after the absence. If a student misses a class, it is the student’s responsibility to secure materials, notes, and assignments.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

**Plagiarism Policy**
Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one’s own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

**Academic Dishonesty**
Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research for possible disciplinary action, which may result in permanent disqualification from the program.

**Participation Policy**
Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students’ learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web, if applicable, and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.
**Technology Requirements**
As mentioned under participation and attendance students will be expected to have access to the Internet and E-mail and to regularly monitor the course website on BLACKBOARD, if applicable. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student’s home computer; a contingency plan my be to access from the student’s school computer.

**Statement of Diversity**
The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another’s rights to differing opinions.

**Students with Disabilities**
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 745 5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Safety and Evacuation**
Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

**Course Adjustments**
The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur, however, unless proper, timely, and prior notice is given to students.

**Cell phones and pagers should be silenced during class and students should refrain from Text messaging.**