

COURSE SYLLABUS FOR EDA 771

Seminar in Advanced Personnel

Fall 1998
Thursdays, 5:30-8 p.m.
3 Semester Hours

Lexington Campus, University of Kentucky
Dickey Hall, Room 131

DEPARTMENT OF ADMINISTRATION AND SUPERVISION
COLLEGE OF EDUCATION
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1-4 p.m., Tuesdays and Wednesdays
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EDA 771: Advanced Personnel

COURSE DESCRIPTION

EDA 771 is an advanced seminar that deals with personnel issues and problem solving related to human resource functions. Rather than approaching personnel issues from a basic technocratic perspective, this seminar provides practice in researching personnel issues, addressing human resource case problems, and refining leadership skills essential for effective personnel management and human resource problem solving. This advanced study frames human resources issues and challenges in the context of five school leadership knowledge domains and theories: (a) Societal and cultural influences, (b) research on teaching and learning, (b) organizational studies, (c) policy and politics, (d) law and ethics, and (e) economic and financial dimensions.

MAJOR COURSE OBJECTIVES

- EDA 771 is designed to prepare school administrators and instructional leaders who —
- demonstrate a knowledge of the human resource function in schools and school districts;
 - apply school leadership knowledge domains and theories to human resource issues and problems;
 - demonstrate the ability to define human resource problems, research relevant data and literature, analyze alternatives, determine a solution, and communicate the decision substantiated with supporting information; and
 - demonstrate professional growth in interpersonal and collaborative skills that promote teamwork and positive interactions with individuals and groups, both internal and external to the school system.

KENTUCKY ADMINISTRATOR STANDARDS AND INDICATORS FOR EDA 771 Selected standards from the Kentucky Educational Professional Standards Board

Standard 1: Instructional Leader

- 1.1 Communicate desired results by developing shared vision and mission statements
- 1.2 Build a climate for learning
- 1.4 Obtain resources to carry out curricular, instructional, and extracurricular practices
- 1.5 Utilize formative and summative assessment of programs, students, staff, and self for continuous improvement of student achievement
- 1.7. Use information systems and technologies
- 1.8 Facilitate and nurture professional growth and development of staff
- 1.9 Promote multicultural awareness, gender sensitivity, and social and ethnic appreciation.
- 1.12 Successfully solve problems in accord with professional ethics
- 1.13 Model life-long personal and professional development

Standard 2: Communicator

- 2.1 Create an open, trusting, and safe environment
- 2.2 Apply principles of group interactions
- 2.3 Identify and communicate with multiple constituencies of the school and community
- 2.4 Use professional judgment
- 2.11 Collaborate in the use of conflict management techniques within the community.
- 2.12 Incorporate diverse views that encourage involvement of under-represented groups

Standard 3: Organizational Manager

- 3.1 Acquire, allocate, and manage resources (including people, materials, dollars and time) to effectively and accountably ensure successful student learning
- 3.2 Plan strategically
- 3.5 Understand legal concepts and practices, regulations, and codes for school operations
- 3.7 Frame, analyze and resolve problems
- 3.10 Use technological applications to enhance administration of business, instruction and support systems
- 3.12 Demonstrate planning and scheduling of personal time and organizational work
- 3.13 Apply personnel policies consistent with research and legal requirements
- 3.14 Use principles of effective delegation of authority
- 3.15 Demonstrate knowledge of adult learning and motivation
- 3.16 Apply conflict management techniques when needed

Go to the Internet for Standards for School Leaders from the Interstate School Leaders Licensure Consortium (ISLLC): <http://www.ccsso.org/standards.html>

COURSE CONTENT AND TOPICAL OUTLINE (Subject to modification based on student need)

An administrative knowledge base applicable to human resources

- Societal and cultural
- Research on teaching and learning
- Organizational studies
- Policy and politics
- Law and ethics
- Economic and financial dimensions

Personnel functions and structures—Issues/problems

- Organizational structure, Interactions, roles, and expectations
- Personnel projections
- Personnel information systems
- Pay equity, comparable worth, salary issues and projections
- Certified and classified personnel
- Certification and alternative certification issues
- Empowerment

Hiring, promotion, and dismissal actions

- Legal aspects

- Roles of school councils, school boards, and school administration

- Personnel justice, complaints, and grievances

- Racial, gender, and religious issues

- Values and ethics

Induction and personnel development

- School culture and socialization issues

- Interrelated values, priorities, norms, and expectations

- Personal and professional growth issues

- Evaluation of professional development

- Personnel evaluation

- Standards-based performance and portfolios

Personnel issues and challenges

- Conferencing skills

- Negotiation

- Collective bargaining

- Performance management and problem personnel

- Tenure and academic freedom

TEXTBOOK

There is no textbook for the course. Students will be expected to do research and outside readings related to the topical outline.

COURSE FORMAT

The course involves active learning through participation in class discussion and class activities, as well as outside readings and assignments. Opportunities are provided for students to share school experiences and knowledge related to human resources. However, because of the sensitive nature of personnel problems and issues, experiences should be shared in a somewhat anonymous manner, and class discussions of problems identifiable by person or locality are confidential and are not to be shared in discussions outside of class. Students are responsible for individual achievement as well as productive group membership in team assignments.

Regular attendance and class participation are essential. As a professional, however, there may be conflicts with class. You must make decisions about these priorities. If you must miss class, it is your responsibility to get materials, notes, and assignments and to notify the instructor of the reason prior to the missed class session. In the event of emergencies, notification would be expected as soon as possible. Additional assignments may also be required for class sessions missed if deemed necessary by the instructor because of the number of absences or the nature of the class missed.

COURSE POLICIES

University of Kentucky academic policies apply to this course as articulated in the Student Rights and Responsibilities Handbook. Of particular importance are policies governing cheating and plagiarism, course withdrawal, Incomplete grades, and acceptable standards of English.

ASSIGNMENTS

Class Experiences and Activities

-- 20 points

Participation in class discussions, activities, and groups; completion of weekly assignments.

A Reflective Analysis Paper on a Human Resources Topic

-- 40 points

Select an issue or problem of special interest to you that is related to human resources. A suggested list of topics and specific instructions will be provided, along with required components. A topic not included on the list may be addressed if approved by the instructor. This assignment is a major research effort to study a variety of literature related to a particular area of human resources and apply what is learned.

A Human Resources Project (Team Project—2 persons)

-- 40 points

Select one of the following activities and complete it using computer technology.

School Enrollment Projection analysis for K-12 based on historical enrollment data and ancillary information about a district such as nonpublic school enrollment trends, population and housing trends, population migration, business and industrial employment fluctuations, and other external plans that may affect school population.

Prepare a School Personnel Budget that reflects projected salaries for all classified and certified personnel in a school system, projected salary increases, and fringe benefits.

Design a Personnel Information System Database that includes pertinent personal and professional data. Consider needs such as planning salaries, certificate renewals, job assignments, job performance, absenteeism studies, etc. The system should enable queries and reports for specific types of information.

Develop a set of guidelines for dealing with the following types of dismissal: change in position requirements, failure to meet position standards, misconduct, lack of qualifications, and position elimination. Include legal and ethical requirements. This activity will include a list of criteria, referenced as appropriate, and a sample letter for each of the above dismissal types.

Review the policies of a selected school system designed to cope with complaints arising over the content of curriculum and library materials, modes of teaching controversial issues, and the age at which children are exposed to such issues. Establish criteria for evaluating the merits of each type of complaint, and then determine the extent to which policies of the selected school are consistent with the evaluative criteria.

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 analysis (skills, knowledge, abilities, and responsibilities) has 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?

Select a school system and complete the following personnel development inquiry: Development programs initiated in the past 5 years for administrative, supervisory, teaching, and support staff; evaluate these programs in terms of system-wide outcomes, participant outcomes, instructional outcomes, and administrative outcomes. Present the results and make recommendations based on the results.

Research library and Internet sources and select appropriate references that provide a background of information related to the 5 major content areas on the topical outline. Prepare an annotated bibliography that includes a minimum of 6 references for each of these major areas.

As a part of school reform, the Chicago School Board vested certain authority with local community councils comprised of parents, teachers, and principals at each school. Among the councils' powers was renewal or termination of principals' contracts (principals could not vote on their own contracts. Research this aspect of Chicago's reform. Summarize your readings and present a substantiated position to these questions: (a) What are the implications of this arrangement for due process for administrative personnel? (b) Are there legal implications regarding board delegation of authority? (c) Is the council structure (six of eleven council members are parents) conducive to conflict? To system synergy? To position satisfaction? To position security? To personnel justice? (d) Should parents serve in an advisory rather than a decision-making capacity? (e) Should personnel termination authority be lodged with those not elected to office and those not generally acquainted with personnel appraisal concepts and criteria? (f) What are the implications of board-council disagreement on personnel retention or terminations?

COURSE GRADES

Course grades will be awarded by totaling points on all assignments. Projects may be submitted for review and instructor feedback with revisions made before the final grade is assigned. For review, allow two weeks prior to the time you need the paper back for revision.

With sufficient justification, a grade of "I" (Incomplete) may be assigned if a part of the work remains undone. A contract of work to be completed must be completed by the student and the instructor and kept on file in the department until work is completed. All Incompletes must be replaced by a regular final letter grade within 12 months of the end of the academic term in which the "I" grade was awarded or prior to the student's graduation, whichever occurs first. If an "I" grade has not been replaced within the allowable period, the grade becomes an "E" on the permanent record. Any exception requires special approval is obtained through the Dean of the Graduate School and the Director of Graduate Studies.

The grading scale for the class will be 90-100, A; 80-89, B; 70-79, C; and <70, E.

Scoring Rubrics

A project description will be provided for the two major class assignments (worth a total of 40 points each). Points for the two major assignments will be based on the following rubrics:

A 36-40 points

Content is comprehensive. All requirements listed in the project description are met. Content gives evidence of analysis, reflection, and synthesis and is supported by appropriate data and sources (APA style for citations). Content is accurate, well organized, focused, and shows command of the concepts and information covered. Opinions and beliefs that are expressed are supported by a logical rationale. The writing, format, and grammatical construction represent professional performance and give evidence of careful proofreading and editing for verb/subject agreement, pronoun/antecedent agreement, incomplete sentences. (Use spell check for proofing but don't rely on it! Also, read the document carefully for typographical errors, extra words, sentence construction, logical construction, and language flow.)

B 31-35 points

The organization effectively supports the main points and meets all requirements for the paper or project. Content offers substantive ideas and gives evidence of analysis and reflection but lacks the fluency and comprehensiveness of the "A" paper. Mastery of the concepts or ideas is not exhibited sufficiently. Although there are some errors, the conventions of standard written English are consistently under control. Errors present are not severe enough to interfere with the main purpose.

C 26-30 points

The paper or project shows evidence of an organizational plan and addresses all parts of the question, but rationale and support for ideas are insufficient. Content gives evidence of only marginal understanding of the concepts related to the topic. The writer generally observes correct English standards, but errors detract from the purpose.