

COURSE SYLLABUS FOR EDA 771

Seminar in Administration: Advanced Personnel

Spring 1999
Thursdays, 5:30-8 p.m.
3 Semester Hours

Northern Kentucky University, Covington Campus
201 Hankins Hall

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COLLEGE OF EDUCATION
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EDA 771: Seminar in Administration--Advanced Personnel

CATALOG DESCRIPTION

This is a variable topic seminar on selected problems in school administration (human resources). Activities are designed to improve skill in planning, decision making, organizing, communicating, evaluating, negotiating, and resolving conflict.

COURSE DESCRIPTION

EDA 771 is an advanced seminar that provides practice in researching human resource issues, analyzing situations, and refining leadership skills essential for effective personnel management and human resource problem solving. Five school leadership knowledge domains and theories frame the analysis and decision making: (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. This course is a Level II course in the principalship certification program. Students are professionals in their field and are expected to share expertise through class interactions and group assignments.

MAJOR COURSE OBJECTIVES

EDA 771 course objectives are to prepare school administrators and instructional leaders who --

- demonstrate a knowledge of the human resource function in schools and school districts;
- apply leadership knowledge domains and theories to human resource issues and problems;
- demonstrate the ability to define human resource issues, research relevant data and literature, analyze alternatives, and communicate a position on these issues that is substantiated with supporting information; and
- demonstrate professional growth in communication, interpersonal, and collaborative skills that promote teamwork and positive interactions with individuals and groups, both internal and external to the school system.

GUIDING QUESTIONS:

How can school leaders manage human resources effectively to improve student achievement?

What leadership theories and practices can be applied to achieve high performance?

How can I refine my communication, interpersonal, and collaborative skills?

How can I facilitate development and empowerment of personnel?

What legal requirements, ethical principles, and leadership research can be applied to resolve human resource problems?

STANDARDS FOR SCHOOL LEADERS

Course content and instructional activities are designed to help students demonstrate their competency in meeting standards for school leaders. The course emphasizes relevant sections of the Kentucky-adopted **Standards for School Leaders** developed through the Council of Chief State School Officers (CCSSO). An Interstate School Leaders Licensure Consortium (ISLLC), organized by the CCSSO, is a consortium of states and associations formed to develop model standards and assessments for school leaders. These standards are often referred to as the ISLLC Standards. Beginning in the fall of 1999, testing for principalship certification will include an ISLLC test based on these standards. Scoring of this test is based on how well responses articulate the particular values and the vision of effective practice that are detailed in the ISLLC standards. Prior to adoption of the ISLLC Standards for School Leaders, the Kentucky Education Professional Standards Board had adopted state Administrator Standards for Preparation and Certification. ISLLC Standards encompass all of the Kentucky standards. Since these standards guide the practice of school administration, course projects and class activities are designed to promote the application of these standards to school leadership and management.

All students are to print a copy of the Interstate School Leaders Licensure Consortium Standards for School Leaders from the Web. The Internet locator web address is

<http://develop.ccsso.cybercentral.com/isllc.htm>

Click on "download Standards for School Leaders"

Print these standards for reference during coursework; bring the standards with you to each class session.

COURSE CONTENT AND TOPICAL OUTLINE (Topics are subject to modification based on student needs.)

LEADERSHIP, MANAGEMENT, AND MOTIVATION

- Acquiring, allocating, and managing human resources for student achievement
- Applying school leadership domains and theories to human resource issues
- Using technology for personnel information management

EFFECTIVE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

- Building multicultural awareness, gender sensitivity, and social and ethnic appreciation
- Developing interpersonal and collaborative skills
- Communicating desired results

SITUATIONAL LEADERSHIP AND MANAGING FOR PERFORMANCE

- Facilitating professional growth and development
- Practicing formative and summative staff evaluation
- Empowering stakeholders for decision making

PROBLEMS, ISSUES, AND CHALLENGES IN HUMAN RESOURCE MANAGEMENT

- Framing, analyzing, and resolving problems
- Applying personnel policies consistent with research, legal requirements, and ethical principles
- Managing conflict and change

TEXTBOOK

The following text is used for this course:

Hersey, P., & Blanchard, K.H. (1993). Management of organizational behavior: Utilizing human resources (6th ed.). Englewood Cliffs, NJ: Prentice Hall.

Students will be expected to read text assignments as scheduled on the calendar of class sessions and be prepared to participate in class discussions and application of knowledge from the reading assignments. In addition, other reading assignments are to be completed as assigned for the course from the bibliography or related sources.

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 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. According to University rules, the minimum action taken for cheating and plagiarism is an "E" in the course.

ASSIGNMENTS

Class Experiences and Activities

--20 points

Participation in class discussions and groups; satisfactory completion of class activities (some will require work outside of class), signing on to the EDA 771 201 listserv, and posting of one annotated bibliography entry to the listserv are required to earn the maximum points. The annotated bibliography posting is to be a book, book chapter, or journal article related to human resources leadership and management. Use APA format for the resource information followed by a brief description of the article and how this information pertains to a principal's role. Students are responsible for signing on the class listserv; instructions to the class will be posted from time to time on the listserv. The Web address for the page to sign on the listserv is

<http://www.uky.edu/Education/EDA/edalists.html>

As directed enter your name and e-mail address; then click on the subscribe button for **EDA 771 201**.

An Issue Paper or a Schoolwide Project on a Topic Pertinent to Human Resources -- 40 points

The issue paper is a major research 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.

Academic Freedom and Tenure

Affirmative Action

American Disabilities Act

Certification

Conflict Management

Decision Making and Problem Solving

Group Dynamics, Collaboration, and Teamwork

Instructional Leadership

Motivation

Personnel Compensation

Personnel Evaluation

Professional (Learning) Communities

Professional Development

Retention and Dismissal of Personnel

School-Based Decision Making

School Culture

Guidelines for developing the paper will be posted to the listserv. Grade points will be assigned based on the following criteria:

A 36-40 points

Content is comprehensive. All requirements listed in the project description are met. The issue or the problem is clearly stated. Content gives evidence of analysis, reflection, and synthesis and is supported by appropriate data and a variety of sources (electronic, books, and journals). Accurately cites sources according to APA Style Manual, 4th Edition. 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, and 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. You are encouraged to collaborate with a classmate for proofreading.)

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.

OR

HUMAN RESOURCE PROJECT

In lieu of an issue paper, students may elect to complete a comprehensive project related to human resources. Each project is an authentic situation for management of human resources and is subject to approval of the course instructor. Approval will be based on a brief description of project objectives, project components, and how completion of the project will benefit the school or work setting. One component of the project will be a reflection paper that relates the work completed to one or more ISLLC standards. This reflective narrative should be 2-3 single-spaced pages (with doublespacing between paragraphs). The narrative is to demonstrate the knowledge, dispositions, and performance gained from the project. A sample format for the reflective narrative will be posted to the listserv.

Project Suggestions:

Personnel Scheduling Procedures

Portfolio Evaluation for Teacher Growth and Development

A Study of Certified and Classified Personnel Compensation

School Budget Projections for Personnel

Personnel Database

Evaluation of a School's Professional Development Plans and Activities

The Principal's Role with Human Resource School Functions (include shadowing, time logs)

Documentation Procedures for Personnel Actions in a School

A file of generic sample letters for personnel matters (no names please)

Students have responsibility for completion of the work and the quality of the final product. The final product should contain the following parts: (1) title page, (2) description of the project, (3) resources used to acquire knowledge about the topic, (4) a reflection based on ISLLC Standards about what was learned, attitudes toward the problem, and how this situation is applicable in a school setting, and (5) completed work as described in directions for the specific project.

An oral presentation of the project or paper will be made as shown on the schedule. This presentation should show evidence of careful planning; be within time limits of 10 to 15 minutes; include 2-5 visuals that are attractive, readable, and serve as organizers for the information presented; and should clearly communicate the major ideas.

Points earned by completion of the project and the oral presentation will be assigned based on the following criteria:

A 36-40 points

Content is comprehensive. All requirements listed in the project description are met. Content gives evidence that data were gathered through appropriate research, and the discussion of the work shows reflection, analysis, and synthesis. 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. The oral presentation meets the requirements as listed above.

B 21-25 points

The organization effectively supports the main points and meets all requirements. 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. The oral presentation is satisfactory.

C 16-20 points

The 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 marginal understanding of the concepts related to the topic. The writer generally observes correct English standards, but errors detract from the purpose.

FINAL EXAMINATION

--40 points

TAKE HOME: This part of the examination will be a reflection of the total course as it relates to the ISLLC Standards 1, 2, 3, or 5. Select one of these standards for reflection. Write one to three paragraphs under one or more indicators under each domain of the standard: Knowledge, Dispositions, and Performances. Select the indicators that were demonstrated through your work in this class. Under Knowledge, describe knowledge areas gained and the source(s) of this knowledge. Include knowledge areas related to these indicators and management of human resources that you identify for professional growth. Under Dispositions, describe any course activities that increased your awareness of values, attitudes, and beliefs related to the selected indicators. Under Performances, describe how what you have learned from the course can be applied to the work of a principal as it relates to the selected indicators under this standard.

This Take Home part of the final examination is worth a maximum of 20 points. The grading criteria will be the following:

16-20 Points

Meets all requirements as stated above. Responses demonstrate reflection, analysis, and synthesis of what the student learned during the course; how this knowledge created greater awareness or changed attitudes, values, and beliefs about human resources in education; and how knowledge gained from the course applies to a principal's responsibilities for human resources. Work submitted meets high standards for professional writing, editing, and formatting.

11-15 Points

Meets requirements, offers substantive ideas, and gives evidence of analysis and reflection but lacks the fluency and comprehensiveness of the "A" paper. Mastery of the concepts, ideas, or understanding of the standards 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. The oral presentation is satisfactory.

6-10 Points

The project shows evidence of marginal understanding of the course content or of the ISLLC standards. All parts of the standard are addressed, but the linkage between coursework and selected indicators is not clear. The writer generally observes correct English standards, but errors detract from the purpose.

IN-CLASS OPEN BOOK EXAM: Given theories of human resource utilization described in the text, class handouts, and the ISLLC standards, students will analyze a vignette that describes a school situation. The response is to explain agreement or disagreement with the action taken in the vignette. The response describes the rationale for this decision, citing factors relevant to a principal's decisions in such situations.

This part of the examination may earn a maximum of 20 points. The rubric for assignment of points is based on appropriate application of standards and leadership principles and knowledge, organization and clarity of writing, and the ability to analyze a problem and make a decision based on accurate knowledge and a logical rationale.

COURSE GRADES

Course grades will be awarded by totaling points on all assignments. 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 signed 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 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.

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Schedule of Class Sessions

Session	Guiding Questions	Topics	Assignments
(1) Jan 14	How can school leaders manage human resources effectively to improve student achievement?	Course introduction; Thinking and planning for collaboration; Diagnosing, adapting, and communicating; Human Resource management skills	
(2) Jan 21	What leadership theories and practices can be applied to achieve high performance?	Motivation and behavior Myers-Briggs Inventory	Text, Chapters 1 & 2
(3) Jan 28		Motivating environment; School culture	Text, Chapters 3 & 4
(4) Feb 4		Situational approaches to leadership; force field analysis; diagnosing the environment	Text, Chapters 5, 6, & 7
(5) Feb 11		Employee Readiness and Task Definition; Using technology and helping teachers integrate technology	Text, Chapters 8 & 9; Handouts on Integration of Technology and on ISTE Technology Standards for Students and Teachers
(6) Feb 18 AND (7) Feb 25	How can I refine my communication, interpersonal, and collaborative skills?	Effective communication-- writing, talking, and listening; school memos and letters	Text, Chapter 13 Handouts on communication Sections from APA Style Manual

(8) Mar 4	How can I refine my communication, interpersonal, and collaborative skills?	Building effective relationships; leadership style	Text, Chapter 12
(9) Mar 11		Interpersonal and collaborative skills; Group dynamics; Implementing change	Text, Chapters 14 & 15
March 18	SPRING BREAK	ACADEMIC HOLIDAY	
(10) Mar 25	How can I facilitate development and empowerment of personnel?	Developing human resources; performance review; empowerment	Text, Chapter 10; empowerment articles from Bibliography: Leithwood & Menzies and Shen
(11) Apr 1		Goal setting; the one-minute manager; Effective follow-up	Text, Chapters 16 & 17
(12) Apr 8	What legal requirements, ethical principles, and leadership research can be applied to resolve human resource problems?	Constructive discipline; Framing, analyzing, and solving problems; decision making	Text, Chapter 11 & 19 Human Resource Paper or Project is due
(13) Apr 15		Oral presentations of papers and projects	
APR 22		NO CLASS--AERA	
(14) Apr 29		Managing conflict; Synthesizing human resource management	Text, Chapter 20 Due date for listserv bibliography annotation
(15) May 6		FINAL EXAM	Take-Home and In-Class Analysis of Vignette due