

LEAD 7500
HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT
3 Semester Hours

College of Education
Valdosta State University
Department of Educational Leadership

Conceptual Framework: Guiding Principles

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

SUGGESTED TEXTBOOK

Green, R. (2003). *Natural forces: How to significantly increase school performance in the third millennium*. Tallahassee: Educational Services Consortium, Inc.

ADDITIONAL RESOURCES

Carlson, R. (2005). *Easier than you think: Because life doesn't have to be so hard*. New York, NY: HarperCollins Publishers, Inc.

Castetter, W.B. & Young, I.P. (2000). *The human resource function in educational administration*. (7th ed). New York: Merrill.

Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press Publication.

Fullan, M. (1997). *What's worth fighting for in the principalship*. New York: Teacher's College Press.

- Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Hannaford, C. (1995). *Smart moves: Why learning is not all in your head*. Atlanta, Georgia: Great Ocean Publishers.
- Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Hunter, J.C. (1998). *The servant: A simple story about the true essence of leadership*. Roseville, California: Prima Publishing.
- Littky, D. (2004). *The big picture: Education is everyone's business*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Seyfarth, J.T. (2002). *Human resources management for effective schools*. Needham Heights, MA: Allyn and Bacon.
- Smith, R.E. (1998). *Human resources administration: A school-based perspective*. Gardiner, NY: Eye on Education.
- Webb, L.D., Montello, P.A., and Norton, M.S. (1994). *Human resources administration: Personnel issues and needs in education*. New York: Merrill.

Course Description

Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.

Positively Impacting Learning through Evidence-Based Practices

College of Education Conceptual Framework Standards – (CFS)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

Course Objectives (CO)

1. Become knowledgeable of the overall aspects and responsibilities of the human resources program including how the HR supports the instructional needs of schools.
(ELCC 2,3,4,5,6 PSC 2,3,4,5,6 BOR 2,5,6,7,8,9,10)
2. Demonstrate an understanding of the development of long- and short-range personnel needs in school systems.
(ELCC 2,3,5 PSC 2,3,5 BOR 1,2,5,6,7,8,9,10)
3. Become familiar with the Georgia Educator Code of Ethics and the Georgia Professional Standards Commission and understand legal and ethical issues in human resources including the relationship of school board policy, law and educational best practice.
(ELCC 3,5 PSC 3,5 BOR 8)
4. Become knowledgeable of the importance of personal professional vision to employee motivation and retention.
(ELCC 1,3 PSC 1,3 BOR 5,6,7,9,10)
5. Demonstrate an understanding of employment guidelines and standards regarding the recruitment, selection, induction, evaluation and termination of employees.
(ELCC 3,5 PSC 3,5 BOR 7,8,10)

school or school system. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1 PSC 1 BOR 7,8)

Reflect on managing performance and the management and facilitation of school personnel. Answer Think and Reflect questions. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1,2,3,4,5 PSC 1,2,3,4,5 BOR 5,6,7,8,9,10)

Participate in class discussions.
(ELCC 1,2,3,4,5 PSC 1,2,3,4,5 BOR 4,5,6,7,8,9,10)

Provide a written and oral book report. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1,2,3,5 PSC 1,2,3,5 BOR 5,6,7,8,9,10)

Complete a case study. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1,2,3,4,5,6 PSC 1,2,3,4,5,6 BOR 1,2,3,4,5,6,7,8,9,10)

Provide 2 content applications that describe how something learned in class was applied on the job. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1,2,3,4,5,6 PSC 1,2,3,4,5,6 BOR 1,2,3,4,5,6,7,8,9,10)

Provide a collection of thoughts on critical issues related to PBAs 4,6,7,8,27,41, and 47. Completion of the Collection of thoughts will not by itself satisfy the requirements for the PBAs. **(INDIVIDUAL ASSIGNMENT)**
(ELCC 1,2,3,4,5,6 PSC 1,2,3,4,5,6 BOR 1,2,3,4,5,6,7,8,9,10)

Complete final exam. In your own words, define, discuss, and reflect upon the impact of the following on the personnel function: **(INDIVIDUAL ASSIGNMENT)**

Title VII of the Civil Rights Act of 1964

Age Discrimination in Employment Act (ADEA)

Equal Pay Act of 1963

ADA

FMLA

EEOC

OSHA

Uniform Guidelines on Employee Selection Procedures (1978)

FICA

COBRA

Georgia Code of Ethics

(ELCC 1,2,3,4,5,6 PSC 1,2,3,4,5,6 BOR 1,2,3,4,5,6,7,8,9,10)

CLASS POLICIES AND EXPECTATIONS

1. Students are expected to attend and participate in all scheduled classes and activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load.

COURSE EVALUATION

Class Participation	10%
Reflections on Videos	10%
Interview/Team Paper	5%
Abstract/Innovative Staffing Strategy	10%
Personal/School/System Vision	10%
Reflective Journal Entries	10%
Think and Reflect Questions	5%
Book Report	10%
Case Study	5%
Content Applications	5%
Collection of Thoughts/PBAs	10%

Content Areas for Collection of Thoughts/PBAs

Determining staffing needs/47

Recruiting and selecting employees/6, 41

Induction of employees/4

Retention of employees/4

Creating a high quality work life for faculty, staff, and students

Improving student achievement using instructional technology and relevant school data/7

Human and monetary resources/8

Evaluation of faculty or staff development programs/27

Final Exam	10%
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COBRA
Georgia Code of Ethics

Grading Scale

90 – 100	A
80 - 89	B
70 - 79	C
Below 70	F

ATTENDANCE POLICY

Graduate students are expected to attend all classes, arrive on time, remain for the entire class, and fully participate. Failure to meet these standards may impact the students' final grades. Students who are unable to do so should discuss this problem with the instructor.

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
 2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
- The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).

INSTRUCTOR

Dr. Bob Smith
e-mail: bptsmith@comcast.net
Telephone: Home – 850 668-6334

TOPICAL CONTENT

Define federal and Georgia personnel policy and law such as FMLA, ATM,FICA, COBRA, EEOC, ADA, Title I, Title IX.

Understand personnel functions for certified and classified staff.

Identify pupil personnel services.

Demonstrate knowledge of recruitment and retention strategies.

Demonstrate an understanding of the employee selection process.

Understand performance appraisal and professional development processes and adult learning theory.

Understand compensation and benefit systems.

Assist in a new employee induction program.

Develop enrollment and staffing projections.

Assess system and school personnel needs.

Understand personnel management strategies (promotion, termination, demotion, etc.).

Demonstrate knowledge of personnel records management.

Understand diversity and cultural issues in personnel.

Demonstrate knowledge of unions/professional organizations and roles in personnel management.

Identify potential conflicts and understand conflict resolution processes.

Build safe, secure, healthy, and supportive learning climates.

Act fairly, impartially, and sensitively to diverse populations.

Act with integrity and honesty.

Schedule
LEAD 7500
SPRING 09
Tifton

January 24, 2009
February 7, 2009
February 28, 2009
March 14, 2009
March 28, 2009
April 18, 2009

Classes begin at 9:30 AM

Classes end at 1:00 PM

**Educational Leadership LEAD 7500 SPRING 2009
Learning Contract – Agreement**

1. Attendance
1 2 3 4 5 6
2. Reflections on WebCT Videos
1 2 3 4 5 6
3. Team Paper – Personnel Functions
1
4. Individual Abstract – Innovative Staffing Strategy
1
5. Individual – Personal Professional Vision or School or District Vision
1
6. Individual - Reflective Journal Entry Summaries
1 2
7. Think and Reflect Questions – All (Individual Assignment)
8. Book Report – Oral/Written (Individual Assignment)
1
9. Content Applications (Individual Assignment)
2
10. Case Study
1
11. Collection of Thoughts in Each of the Following Areas (Individual Assignment)
 - Determining staffing needs/47
 - Recruiting and selecting employees/6,41
 - Induction of employees/4
 - Retention of employees/4
 - Creating a high quality work life for faculty, staff, and students
 - Improving student achievement using instructional technology and relevant school data/7
 - Human and monetary resources/8
 - Evaluation of faculty or staff development programs/27
12. Final Exam. In your own words define, discuss, and reflect upon the impact of the following on the personnel function (Individual Assignment)

**Title VII of the Civil Rights Act of 1964
Age Discrimination in Employment Act (ADEA)
Equal Pay Act of 1963
ADA
FMLA
EEOC
OSHA
Uniform Guidelines on Employee Selection Procedures (1978)
FICA
COBRA
Georgia Code of Ethics**

Signature

Date

DO NOT WRITE BELOW THIS LINE UNTIL COURSE COMPLETION

Signature

Date

The grade I have earned by doing quality work on the above is_____.

1. Attendance
1 2 3 4 5 6
2. Reflections on WebCT Videos
1 2 3 4 5 6
3. Team Paper – Personnel Functions
1
4. Individual Abstract – Innovative Staffing Strategy
1
5. Individual – Personal Professional Vision or School or District Vision
1
6. Individual - Reflective Journal Entry Summaries
1 2
7. Think and Reflect Questions – All (Individual Assignment)
8. Book Report – Oral/Written (Individual Assignment)
1
9. Content Applications (Individual Assignment)
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The grade I have earned by doing quality work on the above is_____.