



Educational Leadership: Human Resource Administration

Course Description

This course provides a survey of the principal aspects of human resource administration for aspiring or current educational leaders. Topics covered include an overview of the history and theories of human resource administration, qualities of highly effective programs, an examination of human resource tasks, the role of teacher contracts and contract management, and considerations for a high-quality teacher workforce. This course will seek to bring the "humanity" into this crucial component of the business of schooling.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Evaluate the central ideas, including the historical and social foundations, of human resource administration in education
2. Analyze the relationship between human resource administration and organizational policies and procedures in key areas
3. Examine recruitment and selection strategies and key elements of employee contracts
4. Compare various teacher and non-professional performance evaluation methods and effective professional development plans
5. Evaluate the quality of personnel programs in relation to the policies and procedures surrounding teacher induction, retention, transfer, improvement, and dismissal
6. Design a professional growth plan for human resource administration leadership success

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Introduction to Human Resource Administration for Education

- 1.1 Explain the role of human resource administration in educational leadership
- 1.2 Describe the relationship of humanity to human resource administration
- 1.3 Analyze the relationship between education leadership and human resource administration

Lesson 2: Historical and Social Foundations of Human Resource Administration

- 2.1 Explain the factors that have influenced the evolution of human resource administration in education
- 2.2 Describe how human resource administration theories affect employees
- 2.3 List the key roles of administrators in human resource administration

Lesson 3: Human Resource Administration and the Organization

- 3.1 Analyze the relationship between finance and human resource administration
- 3.2 Analyze the relationship between human resource administration and curriculum and instruction
- 3.3 Research policy and related procedures for a given human resource administration issue

Lesson 4: Recruiting Education Candidates

- 4.1 Outline effective policies and related strategies for recruiting personnel

- 4.2 Explain how laws and local policies and regulations affect the recruitment and selection process
- 4.3 Prepare personnel selection and screening process criteria
- 4.4 Outline elements required for planning the interview process
- 4.5 Describe effective interviewing techniques
- 4.6 Explain how reference checks affect the hiring process
- 4.7 Outline key components of employee contracts and terms of employment

Lesson 5: Selecting Education Candidates

- 5.1 Outline effective policies and related strategies for recruiting personnel
- 5.2 Explain how laws and local policies and regulations affect the recruitment and selection process
- 5.3 Prepare personnel selection and screening process criteria
- 5.4 Outline elements required for planning the interview process
- 5.5 Describe effective interviewing techniques
- 5.6 Explain how reference checks affect the hiring process
- 5.7 Outline key components of employee contracts and terms of employment

Lesson 6: Personnel Orientation and Teacher Induction

- 6.1 Explain how orientation programs support new employees
- 6.2 Summarize the importance of the induction process to beginning teachers
- 6.3 Outline the components of an effective induction program for beginning teachers
- 6.4 Assess policies and related procedures for employee retention and transfer
- 6.5 Summarize the policies and related procedures for retirement
- 6.6 Explain the steps involved for creating teacher improvement plans
- 6.7 Explain considerations for determining the quality of a personnel program
- 6.8 Analyze the personnel plans and retirement options for teachers

Lesson 7: Supervision and Evaluation

- 7.1 Describe the importance of supervision to teacher performance
- 7.2 Describe best practices in teacher supervision
- 7.3 Explain the relationship between supervision and teacher evaluation
- 7.4 Outline the elements of an effective certified personnel evaluation
- 7.5 Assess teacher evaluation tools
- 7.6 Describe supervision considerations for non-professional staff
- 7.7 Identify best practices for evaluating non-professional staff
- 7.8 Outline steps to support a marginal teacher in improving practice

Lesson 8: Professional Development

- 8.1 Summarize the functions of professional development in education
- 8.2 Identify main components of effective professional development
- 8.3 Outline key principles for effective professional learning communities
- 8.4 Describe successful professional learning communities

Lesson 9: Teacher Promotion, Transfer, and Retirement

- 9.1 Explain how orientation programs support new employees

- 9.2 Summarize the importance of the induction process to beginning teachers
- 9.3 Outline the components of an effective induction program for beginning teachers
- 9.4 Assess policies and related procedures for employee retention and transfer
- 9.5 Summarize the policies and related procedures for retirement
- 9.6 Explain the steps involved for creating teacher improvement plans
- 9.7 Explain considerations for determining the quality of a personnel program
- 9.8 Analyze the personnel plans and retirement options for teachers

Lesson 10: Due Process, Progressive, Discipline, and Dismissal

- 10.1 Assess policies and related procedures for progressive discipline
- 10.2 Assess policies and related procedures for teacher dismissal
- 10.3 Describe the purpose of due process
- 10.4 Summarize the effect of non-renewal of contracts on the employee and the school organization
- 10.5 Explain the process of due process

Lesson 11: Contract Negotiation and Management

- 11.1 Describe the evolution and current state of collective bargaining
- 11.2 Explain contract negotiation procedures
- 11.3 Assess the benefits and drawbacks to various grievance procedures

Lesson 12: Professional Growth Plans

- 12.1 Analyze how values and beliefs affect professional practice
- 12.2 Create goals for working in human resource administration
- 12.3 Devise elements of a professional growth plan

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

- 1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
- 2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
- 3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
- 4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
- 5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Introduction to Human Resource Administration for Education

This milestone focuses on the role of human resource administration, including the importance of humanity and leadership in administrative practices. After completion of this milestone, participants will be able to evaluate the central ideas behind human resource administration in education.

Milestone Two: Historical and Social Foundations of Human Resource Administration

This milestone focuses on the evolution of human resource administration, its theoretical underpinnings, and the roles and responsibilities involved in administrative practices. After completion of this milestone, participants will be able to assess the historical and social foundations of human resource administration in education.

Milestone Three: Human Resource Administration and the Organization

This milestone focuses on relationships between school finance, curriculum and instruction, and human resource administration policies and procedures. After completion of this milestone, participants will be able to analyze the relationship between human resource administration policies and procedures in key areas.

Milestone Four: Recruiting Education Candidates

This milestone focuses on personnel recruitment policies and strategies, the effects of federal and state laws on human resource administration, and personnel selection and screening techniques. After completion of this milestone, participants will be able to analyze recruitment and selection strategies of an educational institution.

Milestone Five: Selecting Education Candidates

This milestone focuses on planning for interviews, teacher candidate interviewing, and contracts and terms of employment. After completion of this milestone, participants will be able to analyze the recruitment and hiring strategies of an educational institution.

Milestone Six: Personnel Orientation and Teacher Induction

This milestone focuses on orientation of new employees and the induction of beginning teachers. After completion of this milestone, participants will be able to assess the quality of a personnel program from new hire to orientation and induction.

Milestone Seven: Supervision and Evaluation

This milestone focuses on teacher supervision, teacher evaluation, and supporting teacher success. After completion of this milestone, participants will be able to analyze various performance evaluation methods.

Milestone Eight: Professional Development

This milestone focuses on examining professional development, effective professional development, and professional learning communities. After completion of this milestone, participants will be able to appraise the quality of a professional development plan.

Milestone Nine: Teacher Promotion, Transfer, and Retirement

This milestone focuses on teacher retention, transfers, improvement plans, and retirement policies and procedures. After completion of this milestone, participants will be able to assess the quality of a personnel program from new hire to retirement.

Milestone Ten: Due Process, Progressive Discipline, and Dismissal

This milestone focuses on due process, progressive discipline, teacher dismissal, and non-renewal of contracts. After completion of this milestone, participants will be able to evaluate the implementation of due process, progressive discipline, and dismissal policies.

Milestone Eleven: Contract Negotiation and Management

This milestone focuses on collective bargaining, contract negotiation, and contract management. After completion of this milestone, participants will be able to assess the elements of the contract process.

Milestone Twelve: Professional Growth Plans

This milestone focuses on the effects of values and beliefs on professional practice, goal identification, and developing a professional growth plan. After completion of this milestone, participants will be able to design a professional growth plan for human resource administration leadership success.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.