

EDUC570

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC570 **Title :** Personnel and Human Resource Management

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course will focus on the skills necessary for principals to effectively work with faculty and staff. Current theories and practices relating to recruitment, development, and appraisal of personnel will be covered. The course will examine specific personnel functions such as recruitment, selection, retention, and evaluation. Additional topics include conflict resolution, effective communication skills, and creating and maintaining a positive school environment.

Course Scope:

This course is to familiarize students with the basic principles and techniques of school personnel and human resource management. Students have the opportunity to research and practice problem solving and leadership skills as applied to human resources. This course illustrates that human resource management is more than just accepting employment applications and keeping records; it is a central organizational activity of increasing complexity and importance to school improvement.

Objectives

After successfully completing this course, students will be able to:

1. Apply knowledge of school leadership domains and standards to human resources planning, hiring and retention of personnel, and personnel policies and issues. (ELCC 3.1, 3.2) (PII 3.J) (PII 4.B, 4.D, 4.E).
2. Audit human resource policies and processes for compliance with local, state, and federal regulations. (ELCC 5.4)
3. Develop a staffing plan (ELCC 3.2) (PII 5.F).
4. Evaluate school human resource planning for consistency with district goals and plans, school mission, and student academic and social outcomes and make recommendations for improvement (ELCC 3.1, 3.2, 5.3) (PII 4.B, 4.D, 5F).
5. Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment and research data in order to align resources with the organizational vision (ELCC 5.3) (PII 4.B, 4.E, 5.D, 5.F).
6. Understand and demonstrate knowledge of personnel resources and allocations to implement effective 21st century learning (ELCC 3.1, 3.2) (PII 4.B, 5.F).

Outline

Week 1: NATIONAL STANDARDS AND SCHOOL CULTURE

Learning Outcomes

- Analyze the alignment between the ELCC and ISLCC standards.
- Assess the relationship between personnel management and the national standards.
- Evaluate the impact of school culture on personnel practices in a school.
- Develop a plan for improving campus culture.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Assignment 1: ELCC/ISLCC Alignment Chart

Forum:

- Introductions
- Forum 1: Identifying Issues of Change

Week 2: PRINCIPAL'S ROLE

Learning Outcomes

- Describe the effective school leader and personnel relationship.
- Describe the leadership traits essential to working effectively with school personnel.
- Apply knowledge of the personnel relationship and essential leadership traits to specific situations.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Assignment 2: The Principal's Role

Forum:

- Forum 2: Principal's Perspective

Week 3: COMMUNICATION AND CONFLICT RESOLUTION

Learning Outcomes

- Apply effective communication behavior to a given situation.
- Identify effective leadership practices in this midst of conflict.
- Apply the practices to a specific situation.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

No Assignment this week.

Forum:

- Forum 3: Leading and Misleading
- Forum 4: Practicing Patience

Week 4: RECRUITMENT AND SELECTION

Learning Outcomes

- Apply principles of good leadership to the recruitment of personnel.
- Apply principles of good leadership to the selection of personnel.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Assignment 3: Recruitment and Teacher Selection Plan

Forum:

- Forum 5: Interview Questions

Week 5: MENTORING AND INDUCTION

Learning Outcomes

- Evaluate mentoring and induction programs.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Assignment 4: Mentoring Plan

Forum:

- Forum 6: Induction Programs

Week 6: ADVERSE SITUATIONS AND DOCUMENTATION

Learning Outcomes

- Evaluate controversial personnel issues.
- Select effective solutions to adverse personnel situations.
- Create a documentation guide for use when considering nonrenewal or termination of a teacher.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

No Assignment this week

Forum:

- Forum 7: Controversial Personnel Situations
- Forum 8: Documentation

Week 7: HIRING PROCESS

Learning Outcomes

- Justify the involvement of faculty and staff in the hiring process.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Assignment 5: Teacher Induction Plan

Begin working on the Final Project

Forum:

- Forum 9: Including Staff in Hiring Process

Week 8: STAFFING

Learning Outcomes

- Compare and contrast staffing plans for schools and staffing plans for other organizations.
- Analyze how 21st century needs impact the staffing of an educational environment.

Required Readings

Refer to Reading & Resources in the Lessons area of the course.

Assignments

Assignment:

- Final Project

Forum:

- Forum 10: Staffing
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Evaluation

Forum

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Assignments

Throughout the semester you will write responses. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3 – 5 pages in length.

Final Project

For your Final Project you will write a paper that evaluates how personnel and human resource management is determined in your home state, in your districts, and at a campus within your district. If you do not work in a school, see if you can access one: however, if you cannot please contact the instructor for alternate instructions on that portion of the paper. Your paper should be 10-12 pages in length and include at least ten bibliographic references in addition to the course text. Your Final Project is due by 11:55PM, EST, on the last day of this course.

Assignment Objectives

1. Apply knowledge of school leadership domains and standards to human resources planning, hiring and retention of personnel, and personnel policies and issues (ELCC 3.1, 3.2) (PII 3.J) (PII 4.B, 4.D, 4.E).
2. Audit human resource policies and processes for compliance with local, state, and federal regulations. (ELCC 5.4)
3. Evaluate school human resource planning for consistency with district goals and plans, school mission, and student academic and social outcomes and make recommendations for improvement. (ELCC 3.1, 3.2, 5.3) (PII 4.B, 4.D, 5F).

Process

Step 1: Review your state's human resource development guidelines for school districts and analyze whether this policy follows guidelines from readings in this course and current research in the field.

Step 2: Review your district's personnel policy for the current school year, and analyze how this policy supports or does not support the state's personnel and human resource management policy.

Step 3: Review your campuses personnel policy for the current school year, and analyze how this policy supports or does not support the district's personnel and human resource management policy.

Resources

- The Education Efficiency Audit of West Virginia's Primary and Secondary Education System provides specific information on the suggestions for improvement of the human resource practices of primary and secondary schools in West Virginia.
- Most school districts control their human resource practices. In some states, like Texas, board policy manuals are created and provided to school districts by professional organizations as a model. Districts then use the model and make district specific additions to the policy based on local need.
- Campus human resource practices are much less likely to be written, but they definitely exist. You may want to interview a campus administrator to determine exact campus practices. The campus practices are considered policy for the purposes of this assignment.

Grading:

Name	Grade %
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Materials

Book Title: Strategic Staffing: A Comprehensive System for Effective Workforce Planning, 2nd ed. (Ebook available through the APUS Online Library)

Author: Bechet, T.

Publication Info: AMACOM

ISBN: 9780814409381

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Recommended Materials:

Publication Manual of the American Psychological Association (6th ed.) (2009). Washington, D.C.: American Psychological Association.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name Web Site URL/Address

American
Association of
School
Administrators
(AASA) <http://www.aasa.org/>

APA Format <http://www.apa.org>

Educational
Leadership
Constituent
Council
(ELCC)
Standards http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

[International
Society for
Technology in
Education](http://www.iste.org/)
(ISTE)

National
Association of
Elementary
School
Principals
(NAESP) <http://www.naesp.org/>

National
Association of
Secondary
School
Principals
(NASSP) http://www.nassp.org/s_nassp/index.asp?TRACKID=

National
Council for
Accreditation
of Teacher
Education
(NCATE) <http://www.ncate.org/>

National
Policy Board
for Education
Administration
(NPBEA) <http://www.npbea.org/>

North Central
Regional
Educational
Laboratory <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/cs100.htm>

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the

need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

· Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

· **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

· **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

· **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

· **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

· The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

Student Handbook

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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