

**WHITLOWE R. GREEN – COLLEGE OF EDUCATION
COURSE SYLLABUS – SPRING 2012**

COURSE TITLE: EDUL 7143 Human Resource Management

Course Prefix: EDUL **Course Number:** 7143 **Section No.:** 1

Department of Educational Leadership & Counseling **College of** Education

Instructor Name: Dr. Patricia Hoffman Miller

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Stop
Prairie View, TX 77446

Office Hours: Monday and Wednesday – 8:00 until 3:00

Virtual Office Hours: Monday – Friday: 3:00 – 5:00 PM

Course Location: DELCO 220-240

Class Meeting Days & Times: Saturday - 11:00AM until 2:50 PM

Course Abbreviation and Number: EDUL 7143

Catalog Description: A study of the principles of planning for human resource management in education. Employee recruitment, selection, evaluation, staff development, promotion and retention will be addressed.

Prerequisites: Admission to doctoral program.

Co-requisites: None

Required Text: Seyfarth, J. (2008) *Human resource leadership for effective schools, 5th Ed.*
New York, NY: Allyn and Bacon

Recommended Text:

Access to Learning PVAMU Library:

Resources:

phone: (936) 261-1500;
web: <http://www.tamu.edu/pvamu/library/>
University Bookstore:
phone: (936) 261-1990;
web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Catalog Description: EDUL 7143: A study of the principles of planning for human resource management in education. Employee recruitment, selection, evaluation, staff development, promotion and retention will be addressed. Prerequisite: Admission to the doctoral program.

Course Purpose:

The goal of this course is to provide the administrator with in-depth knowledge of the major aspects of human resources administration at the district or campus level. An ancillary purpose of the course is to provide exposure to a variety of practical experiences and scholarly research related to human resources administration. Through careful examination of that research administrators will be able to draw conclusions and make inferences for future practices and scholarship in HRM.

This course will provide doctoral candidates with an extensive exploration of human resource administration in education. In the broader context of student achievement, human capital management and compensation/benefit management, candidates will examine the congruence between effective personnel administration and district and/or school academic success.

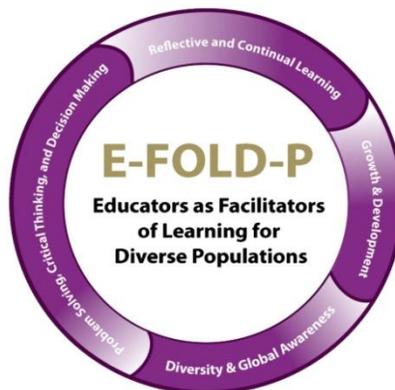
Course Content:

- Understanding the impact of effective human resource management on student learning and organizational effectiveness
- Historical Perspectives of Human Resource Management
- Leadership in Human Resources Administration
- The Role of Site Based Management
- Recruitment and Selection
 - Teachers, administrators and support personnel
 - Campus Leadership
 - Central Office and District Leadership
 - Highly Qualified vs. High Quality
 - No Child Left Behind
- Projecting Campus and District Needs
- Determining Enrollment
- Staff Allocations
- Selection Criteria
- Legal Implications of Selection and Recruitment
- Organizational Psychology and Employee Motivation
- Induction of New Employees
- Professional Development Design
- Evaluation Design
- Compensation Management
- Federal and State Mandates

- Collective Bargaining and Contract Administration
- Discipline, Termination and Reduction-In-Force

Professional Organizations and Schools

Journal of College and University Law
 American Association of Personnel Administrators
 West Education Law Reporter
 Association of School Business Officials
 Journal of Personnel Evaluation in Education
 The School Administrator
 Employee Benefits Journal
 Journal of Management
 Education Law Quarterly
 School Business Affairs
 American Journal of Education
 Journal of Educational Concepts
 National Journal of Urban Education and Practice
 American School Board Journal
 American Management Association
 Phi Delta Kappan
 Citation Style: Education Policy Analysis Archives
 Digest of Educational Statistics
 American Psychological Association
 Society of Human Resource Management

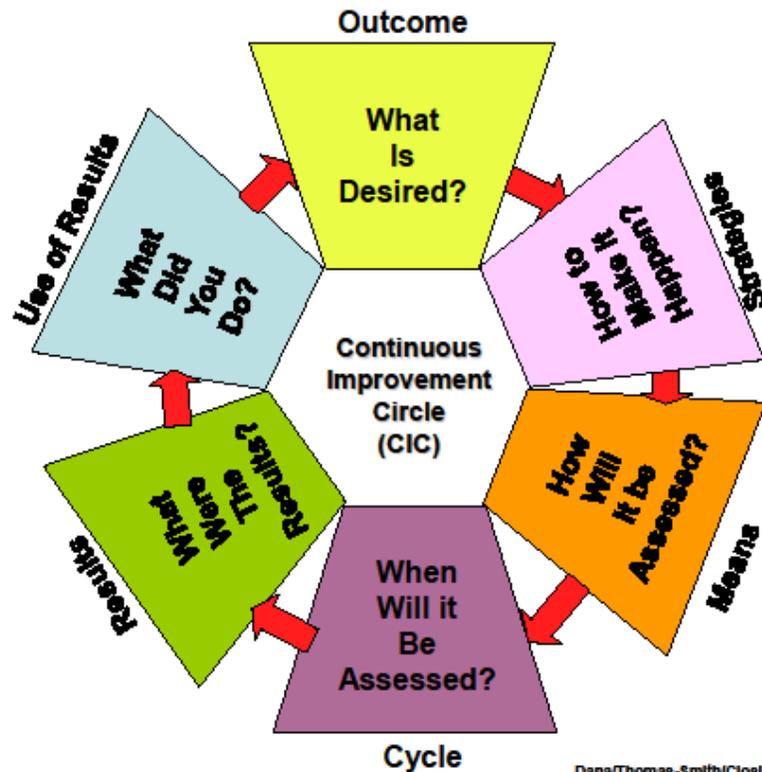


Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

E-FOLD-P (CONCEPTUAL FRAMEWORK) Educator as Facilitator of Learning for Diverse Populations

1. To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
2. To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
3. To provide beginning administrators with an awareness of human diversity, knowledge of the importance and skills needed for effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.

**Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University**



Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

Artifacts/Assignment Matrix and Descriptions:

1. **Research Paper - Literature Review:** Students will write a doctoral level literature review on a human resources/personnel administration topic. The literature review will be 20-25 pages using APA format and style. The topical choices are as follows:
 - Teacher/Principal Evaluation
 - Benefit Compensation
 - Selection and Recruitment
 - Wage and Salary Administration
 - Collective Bargaining
 - Legal Aspects of Selection/Termination and Promotion in Human Resources Management
 - Re-Authorization of No Child Left Behind
 - Promotion and Tenure – Higher Education
 - Evaluation Design – P20
 - Induction and Mentoring (P-20)
 - Legislative Policy and Employment of Teachers and/or Faculty
 - Topic of Choice – Requires Approval of Professor

Rubric for Research Papers

Topical Information

Exceptional	Acceptable	Below Expectations	Unacceptable
<i>Quality of Information contained is directly related to the theory or practice being discussed. Additional information serves to enhance the argument.</i>	<i>Most information contained is directly related to the theory /practice discussed.</i>	<i>Additional information is limited or loosely related. Half of the information is directly related to the theory discussed. No additional supporting information is provided.</i>	<i>There is a lack of clarity with regard to the theory discussed. Information contained is confusing and/or not related.</i>

Research Elements

Exceptional	Acceptable	Below Expectations	Unacceptable
<i>Theory is analyzed using the questions provided. A balanced representation of</i>	<i>Theory is analyzed using the questions provided. A somewhat balanced</i>	<i>Theory is loosely connected to larger topics and trends in leadership. Theory is analyzed but it is not clear whether the questions provided were</i>	<i>Little or no connections are made to larger topics. Analysis of theory is limited. Argument is</i>

<i>all evidence is present. Theory is directly related to larger topics and trends in Human Resource Management.</i>	<i>representation of all evidence is present.</i>	<i>used. A one-sided representation of the evidence is present</i>	<i>incomplete and/or unbalanced. No connections are made to larger topics.</i>
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GRAMMAR, SYNTAX AND APA FORMAT

Exceptional	Acceptable	Below Expectations	Unacceptable
<i>No spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.</i>	<i>Minimal (1-4) spelling, grammatical, or punctuation errors. References are accurately cited using APA format. All other formatting requirements are followed.</i>	<i>A Moderate number (5-9) of spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Errors in formatting requirements are present.</i>	<i>More than 10 spelling, grammatical, or punctuation errors. References are accurately cited using APA format. Formatting requirements were not adhered to at all.</i>

Course Outline – Schedule of Assignments

Dates	Topics	Reading Assignment	Topical Content	Assignments
January 21, 2012	Course Expectations	Syllabus	Analysis of Syllabus	<u>E-Courses (Moodle); Discussion Questions/; HR Pre-Test Participation/Discussion Board Process: Active involvement in class discussion board activities. Discussion board exercises will be posted on Moodle. You are to post your individual responses to the questions posted and respond to all on-line discussions. Respond to the discussion questions:</u>

				<p><i>remember this is not a post-and-run. Respond with a minimum of 75-150 words with references where appropriate. Posting must be relevant to the discussion. Grading will be based on the quality of your original posting, the quality of your responses and the number of postings for each exercise. Each exercise represents the equivalent of three or more class hours.</i></p>
January 28, 2012	Human Resources Management in Perspective	Chapters 1-2: Seyfarth	<p>Web Articles (reading): http://moss07.shrm.org/about/Pages/code-of-ethics.aspx http://www.aaspa.org/assets/docs/NCLBPositionPaper.pdf</p>	<p><u>Case Study Analysis – Case Study One; Page 29-30</u></p>
February 4, 2012	Legal Basis of HRM	Chapters 3-4: Seyfarth	Selection Process	<p><u>Develop an Enrollment Projection for the 2012-13 school/academic year: (P-20).</u></p> <ul style="list-style-type: none"> ○ <u>Higher Education – Projections based on anticipated freshman enrollment</u> ○ <u>P-12 – Projections based on Kindergarten and Ninth Grade only.</u>
February 11, 2012	HRM Planning	Chapters 5-6: Seyfarth	Selection Process Continued	<p><u>Review “The Gray School”. Provide a three-five page concept paper recommending changes to ameliorate the problems.</u></p>
February 18, 2012	Recruitment/ Selection	Chapter 7-8	Moodle - Impact of Proper Teacher Selection on Student Achievement	<ul style="list-style-type: none"> ○ <u>Moodle - Review requirements of NCLB and Teacher Quality.</u> ○ <u>Submit Discussion</u>

				<p><u>Questions</u></p> <ul style="list-style-type: none"> ○ <u>Submit Research Paper Topic for Approval</u>
February 25, 2012	Employee Evaluation and Compensation	Chapter 9	Moodle – Benefit Compensation	<ul style="list-style-type: none"> ○ <u>Develop a Mini - Compensation Plan for Highly Qualified Teachers Aligned With Student Achievement – Maximum Five Pages</u>
March 3, 2012	Appraisal and Performance	Chapter 10	Understanding Employee Motivation	<ul style="list-style-type: none"> ○ <u>Motivational Theory – Class (Group) Presentation</u>
March 10, 2012	Legal Aspects of Human Resource Administration	Chapter 11	Review of State and Federal Mandates Affecting Human Resources Administration	<ul style="list-style-type: none"> ○ <u>One-Page Synopsis (for each category) Identifying the Impact of State and Federal Law on Human Resources Administration in the following categories:</u> <ul style="list-style-type: none"> ✓ <u>Civil Rights</u> ✓ <u>Special Education</u> ✓ <u>Due Process</u> ✓ <u>Collective Bargaining</u> ✓ <u>Termination</u>
March 17, 2012	Spring Break			
March 24, 2012	Human Resource Management	Chapters 13 & 14	Guest Speaker – P-12	<u>Submission of Draft One of Research Paper</u>
March 31, 2012	Collective Bargaining and Contract Negotiations	E-Courses – Assigned Reading	On-Line Course Discussions – No class	<u>Case Study – Page 245</u>
April 7, 2012	Easter Break			
April 14,	MOODLE	E-Courses	On-Line Course Discussion	<u>Research Paper – Draft</u>

2012		- Assigned Reading		<u>Two</u>
April 21, 2012	Human Resource Managemen t		Guest Speaker – Higher Education	
April 28, 2012	Course Conclusion		Course Synopsis	<u>Research Paper – Final Due</u>

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Artifacts*:

1. **Research Paper:** A 20-25 page paper (double spaced, 12 point font) in APA format on a human resource topic of your choice selected from the list of approved topics.* (Upload to Moodle - Turnitin).
2. **Case Study Analysis** (Upload to Moodle)
3. **Class Presentation**
4. **Staffing Allocations/Enrollment Projections**
5. **Concept Paper**
6. **Discussion Participation** (Moodle)

Grading Matrix

Instrument	Value (points or percentages)	Total
On-Line Discussions	Four at 15 points each	60
Case Study Analysis	3 at 40 points each	120
On-Line Discussions	4 discussions at 20 points each	80
Staffing Allocations		40
Concept Paper	1 projects at 30 points each	20
Synopsis of Legal Implications		60
Research Paper		120
Total:		500

Grade Determination:

A = 500 – 450pts;

B = 449 – 400pts;

C = 399 – 350pts;

D = 349 – 300pts;

F = 299 or below

University Rules and Procedures:**Disability Statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be

subject to disciplinary action.

Attendance Policy:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 72 hours.

You can send email anytime that is convenient to you, but email messages are checked at the conclusion of the business day and at the start of the business day Monday through Friday. Email messages will be responded to during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails received on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
 - Sending and receiving email
 - A working knowledge of the Internet
 - Proficiency in Microsoft Word
 - Proficiency in the Acrobat PDF Reader
 - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your assignments posted on e-courses. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

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Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*
Institution: *Prairie View A&M University*
Office of Student Affairs & Institutional Relations
Address: *P.O. Box 519: MS 1107*
A.I. Thomas Building, St 013
Prairie View, Texas 77446
Telephone: *936-261-2123*
Fax: *936-261-2138*

**Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling**

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

Please print your name legibly.

Signature

Date

Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

EDUCATORS' CODE OF ETHICS

RULE §247.2

Code of Ethics and Standard Practices for Texas Educators

- a) **Statement of Purpose.** The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.
- b) **Enforceable Standards.**
- (1) **Professional Ethical Conduct, Practices and Performance.**
- (A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.
- (G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, or parents of students.
- (J) **Standard 1.10.** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;

(iii) Whether the communication was made openly or the educator attempted to conceal the communication;

(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.