

Niagara University

Department of Educational Leadership and Counseling

EDU 637 – Personnel Administration & Employer-Employee Relations in Education

Summer 2009

Thursdays: 6/11, 6/18, 7/02, 7/16 ; Times: 4:00 PM- 10:30 PM (Academic Complex 320 and/or 228)

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Online Blackboard: 6/25, 7/09, & 7/23 (6:30PM-9:00PM)

Professor

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A. Course Number and Title

EDU 637 - Personnel Administration & Employer-Employee Relations in Education

B. Number of Credits

Three (3) Credit Hours

C. Course Description

In this course students will explore and evaluate the relationships between administrators and other school personnel with an emphasis on the management of human resources in educational settings. The processes, procedures, and techniques used to facilitate the attainment of state, school district and school educational visions, missions, goals and objectives will be reviewed and analyzed. This is a course for administrators, principals, supervisors, lead teachers and those preparing for such positions. It is expected that the student will have competencies to deal extensively with major problems and issues confronting the profession such as recruitment, preparation, certification, salaries and salary schedules, collective bargaining, ethics, teacher selection, assignment and load, induction, legal provisions, inservice education, morale, legal rights, tenure and retirement of staff.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instruction videos, field experiences and research.

E. Philosophical Framework

The philosophical framework of the program includes the following:

| ELCC STANDARDS | |
|---|--|
| Candidates who complete the program are educational leaders who promote the success of all students by: | |
| | Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community. |
| * | Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. |
| * | Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. |
| | Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. |
| * | Standard 5: Acting with integrity, fairness, and in an ethical manner |
| * | Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. |
| * | Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit. |
| NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS | |
| * | 1. Leaders know and understand what it means and what it takes to be a leader |
| * | 2. Leaders have a vision for schools that they constantly share and promote. |
| * | 3. Leaders communicate clearly and effectively. |
| * | 4. Leaders collaborate and cooperate with others. |
| * | 5. Leaders persevere and take the "long view." |
| * | 6. Leaders support, develop and nurture staff. |
| * | 7. Leaders hold themselves and others responsible and accountable. |
| | 8. Leaders never stop learning and honing their skills. |
| * | 9. Leaders have the courage to take informed risks. |
| COLLEGE OF EDUCATION MISSION - ORIENTATIONS | |
| * | Candidate-Centering Through Constructivist Practice |
| * | Process-Product Orientation |
| * | Reflective Practice |
| EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS | |
| * | 1. Professional Commitment and Responsibility |
| * | 2. Professional Relationships |
| * | 3. Critical Thinking and Reflective Practice |
| * | 4. Knowledge Creation |

F. Course Objectives

Candidates will:

1. become familiar with the major areas of human resources administration through mastery of the material presented in the textbook as well as through supplemental readings, discussions, reports and case studies.
2. examine critically the personnel practices of a school or school district, through investigations, reports and discussions.
3. develop an ability to deal with personnel problems.
4. develop specific competencies in the field of human resources administration.
5. become acquainted with the general principles, practices and policies in negotiations.
6. acquire some insight into the problems confronting public education in employer-employee relations.
7. assist other educators to realize that personnel relations, including negotiations in schools, must be viewed as a collaborative process in an attempt to eliminate the current division prevailing in many systems.

G. Outline of Course Content

1. Goals: The participant will understand:
 - a. The organization of the class, including:
 - Course Objectives
 - Competencies to be developed
 - Student responsibilities and evaluation procedures
 - Activities, reports and Journal requirements
 - Course outline
 - b. The philosophical role of human resources administration in the schools – goal systems. The effective schools movement and the principal's role.
 - c. Contemporary major issues in human resources administration.
 - d. Historical development of human resources administration.
 - e. Organization and processes
 - f. Organizational climate

2. Goals: To review and discuss the following topics:
 - a. Strategic Human Resources Planning
 - Enrollment and staff projections
 - b. Motivation
 - Theories of motivation
 - c. Policies and regulations in human resources administration.
 - Discuss applicable case studies
 - d. Teacher recruitment and selection
 - Importance of staff selection
 - The elements of the process
 - The interview
 - Simulate interviews

3. Goals: Review and discuss the following topics
 - a. Continue until conclusion – Study, discussion and activities from previous sessions regarding recruitment and selection of teachers.
 - b. Orientation and induction
 - Importance
 - What do new teachers want to know
 - c. Factors contributing to quality of life
 - Facing up to stress and burnout
 - E.A.P.
 - Other
 - d. Staff development
 - Purposes of staff development
 - Characteristics of staff development
 - Implications for H.R. Administration
 - e. Evaluation of staff
 - Purpose of staff development
 - Establishment of criteria & procedures
 - Results of evaluation

4. Goals: Review and discuss the following topics
 - a. Bill 100
 - b. Taylor Law
 - c. Purpose of negotiations
 - d. Preparations for negotiations

- e. Assessment techniques
- f. Uses of computers in negotiations
- g. The negotiation session
- h. Ground rules and strategies
- i. Processes of negotiations
- j. Alternatives within negotiations
- k. Impact of each alternative
- l. Ratification of the agreement
- m. Simulation of the negotiation process

H. Course Requirements

Each student will be responsible for:

- Reading and becoming familiar with the textbook and related readings.
- Regular class attendance
- **Participating in class discussions and activities including CHATS (20%)**
- **“Individual Critiques” of District Hiring Practices (Due: June 22; presentation: June 25 Chat), Staff Development Programs (Due: June 30; presentation: July 2 Class), and Evaluation Procedures (Due: July 7; presentation: July 9 Chat). 10% each = 30%**
- **“Group Synthesis Critique” of District Hiring Practices, Staff Development Programs, or Evaluation Procedures (10%) and Presentation.** Group Synthesis Critique MUST be POSTED as follows: Group A: June 30; Group B: July 7 and Group C: July 14.
- **Completion of individual “Executive Summary” or “Human Resources Brochure” (Due: July 16 & Posted). (20%)**
- **Completion of “School Personnel Administration Journal” [8 entries and analyses only]. Hard Copy ONLY Due: July 24. (20%)**

Textbook, required for the course:

- **Rebore, R. (2007, 8th ed). *Human resources administration in education: A management approach*. Boston: Allyn & Bacon. ISBN = 0-205-48507-3.**

I. Projects/Assignments

Suggested “School Personnel Administration Journal” Events”:

- Enrollment projections for grades K-12 in your school district, carrying projections 3 years into the future.
- Recent job descriptions for three distinctly different positions in the school system with which you are presently associated.
- An organizational chart for a school district. Distinguish between line and staff positions. Develop a brief written description of the organization emphasizing the communication system you would establish in conjunction with the chart.
- Collect teacher application forms from at least three different school districts. In writing, analyze and compare their strengths and weaknesses.
- An induction/orientation program for new teachers into your school. Address those topics and factors, which would help the teachers become knowledgeable and established members of the staff.
- Describe, analyze and critique a current plan for Shared Decision Making (Parent Councils) with which you are familiar. Include recommendations for change and improvement.
- With administrative approval observe a first or second year teacher in your school district and hold a follow up conference. Use either a local evaluation form or one you have developed specifically for this activity. Hand in a written description of the total experience.
- Describe in some detail a personnel problem that you are aware exists in your present school system. Do not identify by name the individual(s) involved. Spell out the specific steps you would take to alleviate or improve the situation.
- Analyze and compare the current negotiated agreement in your school district with the one immediately preceding it, with respect to the following:
 - Items appearing in the previous agreement that were retained in the present

- agreement without modification.
- Items appearing in the previous agreement that were retained in the present agreement with some modification.
- Items new to the present contract -- that favor the school district
that favor the union
- Interview a Director, Superintendent, Principal or Director of Human Resources Administration to identify and delineate the personnel administration duties of that position.
- Evaluate personnel policies, practices and regulations in your school in terms of Maslow's Taxonomy of Basic Human Needs. What policies, practices and regulations meet these needs of the personnel? What policies, practices and regulations should be added to meet these needs?
- Research the new legislation permitting Charter Schools; for personnel implications e.g. Certification, Salary, Collective Bargaining, Retirement Benefits, etc.

J. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Absences may jeopardize a candidate's course grade. If you expect to miss a class and/or a Chat, a phone call, email message or note delivered to the instructor is required.

K. Grading

1. Reading and becoming familiar with the textbook and related readings.
2. Regular class attendance and Chats.
3. Participating in class discussions and activities including Chats.
4. Completing Three (3) Individual "Critiques"
5. Completion of "Group Synthesis Critique" and Presentation
6. Completing an "Executive Summary" or "Human Resources Brochure" of a topic or issue of choice.
7. Completing "Personnel School Administration Journal"

Note: #1-3..... 20% of final grade
 # 4..... 30% of final grade
 # 5..... 10% of final grade
 # 5..... 20% of final grade
 # 6..... 20% of final grade

L. Student Disclosure

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission.

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).

Summer 2009 Roster of Course Groups and Group Codes

A. District Hiring Practices:

- A-1. Kim McPartland
- A-2. John Griesmer
- A-3. Nicholas Ruffolo
- A-4. Jeremy Lonneville

B. Staff Development:

- B-1. Katherine Cavallaro
- B-2. Joan Campbell-Cook
- B-3. Anne Maurer
- B-4. Marc Catanzaro

B. Performance Evaluation:

- C-1. Lori Hackett
- C-2. Melissa Bundrock
- C-3. Lisa Schroeder
- C-4. Mark Anzalone
- C-5. Elena Wozniak