

**15:230:514 – Personnel Administration
Spring 2017**

Wednesdays, 4:50-7:30 p.m.
FH A3 CAC

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COURSE DESCRIPTION

Educational enterprises are extremely labor intensive, relying on numerous individuals with varied skills and expertise to accomplish the learning agenda. Personnel Administration, or more properly Human Resources Administration, addresses the multitude of concerns with employing and integrating individuals into the organization to achieve the mission. Major topics discussed will include the meaning of human resources administration, staffing, employment, capacity development, labor relations, and policies and procedures. This course is taught in the lecture/discussion format. Classes meet once a week during the semester. Students will also interact with the professor via email. Classes will stress interaction of all participants with the goal of allowing students to consult, support, and challenge one another as well as interact with the instructor.

APPLICABLE STANDARDS

This course is designed to further the following administrative certification standards detailed in New Jersey Administrative Code:

1. General Leadership:
 - New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (elements of developing and implementing shared vision);
 - v. Leading with integrity and fairness;
2. Instructional Leadership:
 - New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - i. Leading a common vision of learning in the school community (instructional elements);
 - ii. Leading a climate and culture conducive to student learning and staff professional growth;
3. Management:
 - New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iii. Leading a safe and effective environment for learning;
4. Context/Community:
 - New Jersey Administrative Code Requirement 6A: 9-12.5 (a) 2:
 - iv. Leading the mobilization of resources, response to diverse needs, collaboration with families and communities;
 - vi. Leading with perspective of the larger political, social, economic, legal context.

COURSE EXPECTATIONS

A. Readings

1. Text

Rebore, Ronald (2012). The essentials of human resources administration in education. Boston, MA: Allyn & Bacon (Pearson Education Inc.) ISBN-13: 978-0137008537

2. Course Assignment and Reading Schedule

The Course Assignment and Reading Schedule is available on Sakai Resources. Students are expected to have completed the readings and viewed the PowerPoint presentations before the indicated class meeting.

Articles on the Course Assignment and Reading List as well as PowerPoint presentations can be accessed from Sakai Resources.

To use this resource you must:

- a.) Have a Rutgers NetID - see <http://oit.rutgers.edu/services/account/quick.html>
- b.) Access Sakai at: <https://sakai.rutgers.edu/portal>
- c.) After logging in, click the Upper Tab for Personnel Admin Sp 17 and then click Resources on left margin.

Sakai will also be used for additional course resources and to submit electronic copies of assignments.

B. Class Participation

- The success of the course will depend upon careful preparation and engaged thoughtful participation of all class members. It is the quality of participation that counts, not the quantity. Regular and punctual participation in all activities is expected.
- Readings will come from the course text and from other resources available on Rutgers Sakai or on-line.
- Students are expected to have completed the designated readings and viewed the designated PowerPoint presentations prior to class and come to class prepared with questions and to discuss the topic.
- In addition to classroom presentations, classes will contain group discussion activities addressing human resources administration situations.
- Students are encouraged to share their own experiences, ideas, and concerns about each topic in class.

C. Course Assignments- Due dates are listed on Course Assignment and Reading Schedule

Two copies of each assignment shall be submitted on or before the due dates. A hard copy should be submitted in person at the beginning of class meetings.

A second electronic copy should be uploaded to the student's Sakai Assignments.

Label your document: Last Name_ Assignment Title (e.g., Verona_ Assignment 1)

Students will be expected to complete each of the following written assignments:
(Further details for each assignment will be available on Sakai Resources- Assignments)

1. Assignment One- Case Narrative: Organizational Dimensions (see Sakai Resources- Assignment One)

- Human Resource Functions are carried out by administrators within a given organizational framework and are implemented through administrative processes, procedures, and techniques.
- After reading the case narrative, students will:
 - Develop an organizational chart
 - Write a brief essay describing the rationale and decision-making process used in developing the chart.

2. Assignment Two – Field-based Assignment (see Sakai Resources- Assignment Two)

- Using knowledge gained in class and through readings, students will write an 8-10 page essay responding to one of three field –based assignments:
 - Human Resources Policy Critique
 - Teacher Selection Process Analysis
 - Professional Development Analysis

3. Assignment Three- Site Assessment (see Sakai Resources- Assignment Three)

- Students will select two of the aspects of Human Resource Administration covered in this class (recruitment, selection, placement and induction, staff development, performance evaluation, compensation, collective negotiations, legal and ethical issues), and write an 8-10 page essay:
 - Describing the current system as it exists in their school,
 - Evaluating the current system in light of course materials
 - Recommending changes to improve the process.

The instructor expects professionally written papers and will grade accordingly. Assignments will be judged on the basis of responsiveness to the task, completeness, evidence of graduate level skills of clarity, depth, analysis, synthesis, and evaluation, and overall quality.

All papers need to be written and cited in APA format. Information on APA format can be found on Sakai-Resources- General Reference of on the APA website at www.apastyle.org.

Your written assignments must be prepared as follows:
12 point font, double spacing, and 1” margins.

GRADING

Grades will be assigned on a point-basis. Feedback from the professor will be provided on a regular basis. Students will be evaluated on the basis of participation in all course activities, including, class participation, presentation of ideas, and quality of written assignments. All assignments must be posted to Sakai Assignments on the stipulated dates they are due. No late assignments will be accepted. Students are reminded of the Rutgers Academic Integrity Policy, which governs all class activities and assignments. [<http://academicintegrity.rutgers.edu/>]

Activity	Point Values
Participation in class activities	25 points
Assignment One: Case Narrative: Organizational Dimensions	15 points
Assignment Two: Field-Based Assignment	30 points
Assignment Three: Site Assessment	30 points
Total	100 points

Grading Scale (based on points)

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
F	Below 60

DISABILITY ACCOMMODATION POLICY

Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Rutgers Office of Disability Services:
<https://ods.rutgers.edu/students/applying-for-services>.

Any student who has already received a “letter of accommodation” should contact the professor at the start of the semester to discuss implementation of his/her accommodations. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

This course is aligned with the following standards, as required:

NEW JERSEY STANDARDS FOR SCHOOL LEADERS/ISLLC Standards

Standard One: School administrators shall be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Standard Two: School administrators shall be educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard Three: School administrators shall be educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

Standard Four: School administrators shall be educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard Five: School administrators shall be educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.

Standard Six: School administrators shall be educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.