

**15:230:514 – Personnel Administration  
Spring 2018**

Wednesdays, 4:50-7:30 p.m.  
AB-West 3100 CAC

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Room 020  
Graduate School of Education  
Office hours: Wednesdays, 3:00 -  
4:00 p.m.  
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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 ADMINISTRATIVE CODE AND STANDARDS**

This course is designed to align with N.J.A.C. 6A:9B-12.5 Principal and the Professional Standards for Educational Leaders 2015, detailed in N.J.A.C. 6A:9-3.4 Professional Standards for School Leaders:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

**I. General Leadership:**

*Effective educational leaders:*

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

2. **Instructional Leadership:**

*Effective educational leaders:*

Standard 1. develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 4. develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 10. act as agents of continuous improvement to promote *each* student's academic success and well-being.

3. **Management:**

*Effective educational leaders:*

Standard 5. cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 9. manage school operations and resources to promote each student's academic success and well-being.

4. **Context/Community:**

*Effective educational leaders:*

Standard 3. strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 8. engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

## **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 18 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 as a **Word Document** 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](http://www.apastyle.org).

Your written assignments must be prepared as follows:

Submitted as a **Word Document**, 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.

## **Professional Standards for Educational Leaders (PSEL) 2015**

### **Standard 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

### **Standard 2. Ethics and Professional Norms**

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

### **Standard 3. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

### **Standard 4. Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

### **Standard 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

### **Standard 6. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

### **Standard 7. Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

### **Standard 8. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

### **Standard 9. Operations and Management**

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

### **Standard 10. School Improvement**

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.