

**California State University, Northridge**  
**Michael D. Eisner College of Education**  
**Educational Leadership and Policy Studies**

**COURSE OUTLINE**  
**ELPS 672 - MANAGEMENT OF HUMAN RESOURCES**

**MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:**

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs, agencies and institutions. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

**CATALOG DESCRIPTION**

This is a seminar in the philosophy, scope, function and evaluation of public school personnel administration. Emphasis is on the development of a practical program. This course is designed primarily for graduate students working towards the Master's Degree in Educational Administration and/or the Administrative Services Credential.

**ELPS DEPARTMENT MISSION STATEMENT**

Our mission is to prepare and inspire educational leaders to maximize student learning and access, link theory to best practice, support collaborative partnerships and promote culturally responsive leadership in a diverse environment.

## **PLACE OF COURSE IN THE CURRICULUM**

This course is a requirement for the Preliminary Administrative Services credential and Master's Degree in Educational Administration.

## **CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CCTC) STANDARDS for the Preliminary Administrative Credential**

Each student should be an educational leader who promotes the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;
4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. modeling a personal code of ethics and developing professional leadership capacity; and
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## **COURSE PERFORMANCE OBJECTIVES AND CONTENT**

This course is designed to provide students with information and experiences that enable them to develop knowledge and competency in the following areas:

### **A. General Objectives**

This course will assist the student to:

1. Develop an understanding and appreciation of the scope and function of the position of Director of Personnel/Human Resources in the public schools.
2. Become acquainted with current practices in district personnel offices.
3. Develop a philosophy of human resources administration.
4. Become familiar with the current literature and research in the area of school personnel administration.
5. Think through his/her own position on issues in school personnel administration.
6. Identify the impact on administering educational programs for special needs students in terms of personnel and resources issues.

7. Understand the impact of human resources policies and practices on student learning.
8. Students will reflect on their own ethical standards, as well as the ethical standards of the profession of educational administration, and will demonstrate understanding of how these apply to the role of the school leader in the content of this course.
9. Students will use technology in meeting the objectives outlines for this course. Students will develop a basic understanding of the application of technology to the content of this course. Dependent upon the course, examples could include: Principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research and electronic communication systems such as e-mail and newsletters.

## **B. Performance Objectives (Content)**

Each student will be able to:

1. Describe the historical development of personnel administration.
2. Define the role and function of the position of Director of Personnel/Human Resources in public schools.
3. Outline the procedures for recruitment, selection and placement of personnel in public schools which will result in employment of high quality personnel.
4. Conduct an interview for the selection of personnel to the district.
5. Describe health insurance programs, retirement, and other benefits available to personnel in the public schools in California.
6. Explain the structure and meaning of salary schedules for personnel in public schools.
7. Develop an outline of a model system for the evaluation of personnel which will result in improvement of performance
8. Identify the procedures to be followed in termination, non-retention, or reduction in force of certificated and classified personnel.
9. List the major legal and credentialing requirements affecting the employment of certificated personnel and classified personnel.
10. Understand the purposes and characteristics of job descriptions and job classifications and their relationship to contributing to an effective and efficient organization;
11. Describe the characteristics of an effective staff development program which will result in an understanding of diverse stakeholder groups, and leads to improved performance.
12. Define and analyze components of organizational culture and organizational climate and understand its impact on creating a positive climate for maximum student learning and stakeholder support.

13. Describe legal, historical, philosophical, contract management and other issues related to collective bargaining, particularly in California.
14. Explain legal aspects of personnel administration, including state and federal legislation, local district policies, and court cases.
15. Identify and explain the impact on personnel administration of current demographic, economic, social, and political trends and issues, including technology in the human resources office.
16. Assess administrative career opportunities and personal preparation for future positions.
17. Students will reflect on their own ethical standards as well as the ethical standards of the profession of educational administration and will demonstrate understanding of how these apply to the leader's role in the content of this course.
18. Students will develop a basic understanding of the application of technology to the content of this course. Examples include: Principles of data-based management, use of computers in classroom instruction, student and personnel records, financial and facilities management, computerized scheduling, on-line research and electronic communication systems such as e-mail and newsletters.

### **TEXTBOOKS**

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Townley, A. , Schmieder, J. & Wehmeyer, L. (2002, or latest edition). *School Personnel Administration: A California Perspective*. Riverside, CA: Precision Writing.

### **ADDITIONAL READINGS**

Baird, James, Kadue, David D. & Sulzer, Kenneth D. (1995) Public Employee Policy. American Bar Association.

Best Practices for School Human Resource Administrators. (2002) A Compilation of Resources and Strategies for School Administrators. Association of California School Administrators.

Jones J.J. & Walters, D.L. (1994) Human Resources Management in Education. Lancaster, PS: Technomic

Medley, D.M. (1994). Teacher Evaluation. In H.E. Mitzel, J.H. Best & W. Rabinowitz, Encyclopedia of Educational Research (pp. 1345-52). New York: MacMillan.

Rebore, Ronald W. (2004). Human Resources Administration in Education: A

Management Approach. Boston, Pearson.

Seyfarth, John T. (2005). Human Resources Management: For Effective Schools. Boston, Pearson.

Townley, A.J., Schmieder, J.H., & Wehmeyer, L.B. (2002) School Personnel Administration: A California Perspective (4<sup>th</sup> ed). Dubuque, IW: Kendall/Hunt Publishing Company.

Valentine, J. (1992). Principles and Practices for Effective Teacher Evaluation. Boston. Allyn & Bacon.

Webb, L. Dean & Norton, M. Scott (2003). Human Resources Administration: Personnel Issues and Needs in Education. Upper Saddle River, New Jersey, Merrill Prentice Hall.

Young, I. Phillip & Casterter, William B. (2004). The Human Resources Function in Educational Administration, Boston, Pearson

## **COURSE REQUIREMENTS**

### **A. Classes will include the following methods and procedures:**

Lectures, discussion, role-play, case studies, simulations, analysis of sample documents, small group activities, videos, student presentations and use of resource persons and field experiences as appropriate.

### **B. Requirements**

1. Demonstrate knowledge and competence in stated objectives.
2. Read textbook and other required readings.
3. Participation in class activities, assignments, and discussions.
4. Individual and projects on topics or issues in public school personnel/human resources administration, e.g. research, write a paper to submit and make presentations to the class.
5. Exams, class tests.

## **GRADING POLICY**

**Performance-Based Assessments will be included as part of the grading criteria.**

**Example:** Students will demonstrate and assess negotiations and interview skills through role-play of negotiations session and personnel interviews.

- A. Active class participation.
- B. Student presentations and written reports

- C. Student participation in discussion, group work, case studies and other learning activities.
- D. Objective and Essay examinations.
- E. A point value for each class requirement (maximum of 100 for all combined) will be shown in the syllabus, as will the point values for each letter grade, including plus and minus grades.

**Grade Scale:**

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

**ACADEMIC HONESTY POLICY**

Cheating, plagiarism, submitting another person’s material as one’s own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

**COURSE SCHEDULE - see Syllabus**

<b>Date</b>	<b>Readings/Assignments</b>	<b>Topic/Course Content</b>
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