# Course Description

This course will focus on the selection, employment, orientation, supervision, development, and evaluation of both professional and non-professional personnel who make up the staff of a school. The principal's role in the collective bargaining process and the implementation of a collective bargaining agreement will be two of the major topics of this course. Special emphasis will be placed upon the principal's role in the on-going development of the professional staff, correlation of staff development to district goals, and overall impact on student achievement.

**University Learning Outcomes (ULO)**

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning­
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

**Program Learning Outcomes (PLO)**

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Outcomes

* **CLO1**: Analyze the process of selecting, orientating, supervising, developing, and evaluating school personnel to support high-quality school instruction and student learning. (PLO1, 2, 3, 4, 5)
* **CLO2**: Identify the relationship of legal restrictions and requirements to effective human resource management. (PLO3, 4)
* **CLO3**: Analyze school- and district-level policies and procedures that protect the welfare and safety of students and staff across the district. (PLO1, 2, 3, 4)
* **CLO4**: Determine the role of administration in the collective bargaining process and implementing a collective bargaining agreement. (PLO3, 4)

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

**Academic Integrity**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been reasonably and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

# Required Course Materials

Rebore, R. W. (2015). *Human resources administration in education: A management approach* (10th ed.). Upper Saddle River, NJ: Pearson.

**Student Accessibility Services**

Gwynedd Mercy University is committed to providing reasonable accommodations for all persons with disabilities. If you have a disability-related need for modifications or reasonable accommodations in this course, please contact the office of Student Accessibility Services located in Counseling Services, The Griffin Complex; call [215-646-7300](tel:215-646-7300) ext. 427, or visit the Student Accessibility Services web page [www.gmercyu.edu/student-life/campus-resources/student-accessibility-services](http://www.gmercyu.edu/student-life/campus-resources/student-accessibility-services). If the documentation supports your request for reasonable accommodations, the Student Accessibility services office will provide you with an accommodation letter. Please share this letter with me as early in the course as possible so that we may discuss the accommodations.

If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Demings Philosophy | 20 |  |
| Discussion: The Role of Boards of Education | 20 |  |
| Interview Preparation: HR Director Interview | 15 |  |
| **Week 2** |  |  |
| Discussion: Recruitment | 20 |  |
| Discussion: Highly Effective Teachers | 20 |  |
| Discussion: Integration in the Hiring Process | 20 |  |
| Reflection Paper: Interview of the HR Director | 40 |  |
| HR Organizational Chart and Proposal | 40 |  |
| **Week 3** |  |  |
| Discussion: Programs for Beginning Teachers | 20 |  |
| Discussion: Teacher Induction and Mentoring Programs | 20 |  |
| Discussion: Professional Learning Communities (PLC) | 20 |  |
| Program Mind Map | 40 |  |
| Week 3 Journal: Reflection | 30 |  |
| **Week 4** |  |  |
| Discussion: Effective Supervision | 20 |  |
| Discussion: Multiple Measures of Evaluation | 20 |  |
| Discussion: Merit Pay System | 20 |  |
| Evaluation and Compensation Proposal | 40 |  |
| **Week 5** |  |  |
| Discussion: Evaluating Teachers | 20 |  |
| Discussion: Norms for Leadership and Learning | 20 |  |
| Discussion: Collective Bargaining | 20 |  |
| Collective Bargaining Process | 40 |  |
| Week 5 Journal: Reflection | 30 |  |
| **Week 6** |  |  |
| Discussion: Teacher Contracts | 20 |  |
| Discussion: HR Documentation | 20 |  |
| Teacher Contracts | 40 |  |
| District Policy Analysis | 40 |  |
| Preparation: Future Issues in Education | 15 |  |
| **Week 7** |  |  |
| Discussion: Nurturing Possibility | 20 |  |
| Discussion: Ethical Responsibilities | 20 |  |
| Future Issues in Education | 100 |  |
| H.R. Mission Statement | 50 |  |
| Exploring Your School Setting | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

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| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| Week One: Organizational Dimensions & Human Resources Planning | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the impact boards of education have on the function of human resources. | | CLO1 | |
| * 1. Identify the importance of each of the 14 principles of Deming’s TQM theory to routine human resources procedures. | | CLO3 | |
| * 1. Identify legal implications pertaining to the hiring and evaluation process within school districts. | | CLO2 | |
| * 1. Apply John Rawls’ principles of social justice to the role of human resources administration. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100 to 150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback, located on Blackboard. | |  |  |
| **Readings**  **Read** Ch. 1 & 2 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 1.1, 1.2, 1.3, 1.4 | Lecture Activity: **1 hour** |
| **Course Overview Video**  **View** the Course Introduction video.  **Post** a brief biography introducing yourself to the Course Bios discussion forum.  **Respond** to the posts of each of your peers. | | N/A | Lecture Activity: **1 hour** |
| **Exploring Your School Setting**  This course requires you to ***explore y***our School Setting by reviewing policy, procedures, plans, and collaborating with peers in the following 5 areas:   1. Recruitment (Hiring) 2. Induction and Mentoring 3. Supervision 4. Evaluating and Supporting Teachers 5. Professional Development   **Submit** a 2 -Page Summary that includes for each of the 5 areas:  a) Strengths or what is working well  b) Concern(s) or Challenges and  c) Recommendations  Exploring Your School Setting Summary is due in Week 7 | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Demings Philosophy**  **Read** the “[Deming’s 14-Point Philosophy: A Recipe for Total Quality](https://www.mindtools.com/pages/article/newSTR_75.htm)” article from the MindTools website.  **Respond** to the following questions in the Deming’s Philosophy discussion forum by Thursday:   * Which one of the fourteen points would be the most difficult to implement in your educational institution? * How would you overcome the obstacles outlined above?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.2 | Discussion: **1 hour** |
| **Discussion: The Role of Boards of Education**  **Watch** the “[10/07/2013 Human Resources Report](https://www.youtube.com/watch?v=4xpI6PoFMqw&feature=youtu.be)” video [11:22] from YouTube.  **Respond** to the following questions in The Role of Boards of Education discussion forum by Thursday:   * What role do you think DeKalb County Board of Education plays in district human resource decisions? * How does this differ from your district’s board of education level of involvement in human resource decisions? * How does the size of the district impact the role of the Board of Education?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1 | Discussion: **1 hour** |
| **Interview Preparation: HR Director Interview**  **Contact** the HR director for your district and request a 1-hour interview with them. The actual interview submission assignment titled Reflection Paper: Interview of the HR Director is due **Week 2**.  **Prepare** a set of interview questions that addresses the following areas:   * Relationship between the Board of Education and the HR Department * The role of the Board of Education in the hiring process * The three biggest legal issues facing HR daily * Guiding principles that the HR director uses to effectively manage his or her department * How social justice is integrated into the various HR processes managed daily   **Submit** an outline of your plan to interview the HR director, include information such as how, where, and when, by Sunday at 11:59 p.m. | | 1.1, 1.2, 1.3, 1.4 | Guided Project: **1 hour** |
| **Total** |  |  | **8 hours** |

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| Week Two: Recruitment & Selection of a Highly Qualified Workforce | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe how the theories of occupational choice affect the recruitment process. | | CLO1, CLO2 | |
| * 1. Differentiate methods of marketing position vacancies. | | CLO1, CLO2 | |
| * 1. Determine the relationship of the selection process in the design of application forms. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 3 & 4 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 2.1, 2.2, 2.3 | Lecture Activity: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Recruitment**  **Read** the “[The Complete Approach to Effective Recruiting](http://www.greenhouse.io/effective-recruiting)” from the Greenhouse website.  **Respond** to the following questions in the Recruitment discussion forum by Thursday:   * How effective is your educational institution (or one familiar to you) in addressing the nine components outlined in the reading? * What specific steps would you take to address areas of weakness in relation to the nine components? * Agree or disagree with the following statement: *My educational institution makes evidence-based decisions regarding hiring*.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2, 2.3 | Discussion: **1 hour** |
| **Discussion: Highly Effective Teachers**  **View** the “[Moving From Highly Qualified to Highly Effective Teachers](https://www.youtube.com/watch?v=3mQgq6SJqsk)” video [3:36] from YouTube.  **Respond** to the following questions in the Highly Effective Teachers discussion forum by Thursday:   * How do you define a *highly effective teacher*? What does that teacher’s classroom look like? * What can be done in the recruitment and interviewing processes to ensure highly effective teachers are selected?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.3 | Discussion: **1 hour** |
| **Discussion: Integration in the Hiring Process**  **Respond** to the following questions in the Integration in the Hiring Process discussion forum by Thursday:   * Why is the integration of marketing, recruitment, and the selection process necessary? * What evidence do you have of integration in your educational institution? * What specific steps would you take to reap the benefits of this integration in the hiring process?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2, 2.3 | Discussion: **1 hour** |
| **Reflection Paper: Interview of the HR Director**  **Interview** the HR director for your district. Refer to assignment Interview Preparation: HR Director Interview in Week 1.  **Write** a reflection paper of 250 to 350 words that includes the following:   * Summary of the role the Board of Education plays in HR decision-making and the relationship between the Board of Education and the HR director * Description of the biggest legal implications identified by the interviewee that affect day-to-day operations of the department * Assessment of how much the guiding principles correlate to Deming’s 14 points * Changes you would make to the HR process to strengthen the correlation   **Submit** your interview reflection by Sunday at 11:59 p.m.  *Note*: This assignment can be used toward the completion of your Field-Based Work hours. You will need to complete a separate log for the time spent in the field completing the assignment. | | 1.1, 1.2, 1.3, 1.4 | Paper: **1 hour** |
| **HR Organizational Chart and Proposal**  **Read** “Focus Scenario: Selection Processes” on p. 130 of *Human Resources Administration in Education*.  **Develop** an organizational flowchart in which you complete the following:   * Identify the process your HR department would take in recruiting and hiring a highly qualified workforce. * Address the specific concerns raised by the superintendent and school board in the scenario. * Include steps you would take to address those concerns.   **Use** an online flowchart or diagraming tool such as [draw.io](https://www.draw.io/) or [Lucidchart](https://www.lucidchart.com/), or one you are familiar with, to create your flowchart.  **Compose** a 1-page proposal that provides rational for decisions in your flow chart specific to the concerns outlined in the focus scenario.  **Submit** your flowchart and proposal by Sunday at 11:59 p.m. | | 2.1, 2.2, 2.3 | Case Study: **1 hour** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**HR Organizational Chart and Proposal**

* Draw.io is a free service, although a premium account can also be purchased.
  + By creating a free account, students should be able to design a flowchart that meets the needs of the assignment instructions.
  + View the [draw.io](https://www.draw.io/) website for information on how to use it.
* Lucidchart is a free service, although a premium account can also be purchased.
  + By creating a free account, students should be able to design a flowchart that meets the needs of the assignment instructions.
  + Go to the [Lucidchart](https://www.lucidchart.com/pages/tour) website on how to use it.

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| Week Three: Placement, Induction, & Staff Development | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compare the components of an induction program to the components of a mentoring program. | | CLO1, CLO2 | |
| * 1. Explain how human resources can influence the development of professional learning communities. | | CLO1 | |
| * 1. Evaluate the effectiveness of staff development programs in creating future administrators. | | CLO1, CLO3 | |
| * 1. Explain the contribution of staff development to the evaluation process of employees. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 5 & 6 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 3.1, 3.2, 3.3, 3.4 | Lecture Activity: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Programs for Beginning Teachers**  **Read** the following article from the Lourdes Library:  Ingersoll, R. M., & Strong, M. (2011). [The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research](http://libproxy.gmercyu.edu:2255/content/81/2/201.full). *Review Of Educational Research*, *81*(2), 201–233. doi:10.3102/0034654311403323  **Respond** to the following questions in the Programs for Beginning Teachers discussion forum by Thursday:   * How do the findings of the studies cited in the article correlate to your experience as a new teacher? * What changes have you witnessed in your educational institution’s approach to induction and mentoring over the past 5 to 10 years?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.4 | Discussion: **1 hour** |
| **Discussion: Teacher Induction and Mentoring Programs**  **View** the “[New Teacher Induction and Mentoring Program](https://www.youtube.com/watch?v=9prs2_jt1UE)” video [7:46] from YouTube.  **Respond** to the following questions in the Teacher Induction and Mentoring Programs discussion forum by Thursday:   * In what ways might school districts not be taking full advantage of the benefits of induction or mentoring programs? * How might a human resources department implement changes to better use these programs for building skills and increasing retention in their workforce?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.3, 3.4 | Discussion: **1 hour** |
| **Discussion: Professional Learning Communities (PLC)**  **View** the following videos from YouTube:   * “[Ignite! Professional Learning Communities](https://www.youtube.com/watch?v=J4jS5lUz-2w)” [5:01] * “[Dr. Marzano Describes PLCs in iObservation](https://www.youtube.com/watch?v=MJHo0_l95N0)” [6:06]   **Respond** to the following questions in the Professional Learning Communities (PLC) discussion forum by Thursday:   * In your opinion, what are the best ways to incorporate PLCs into a staff development program? * How can PLCs contribute to the evaluation process of school staff? * What are some potential roadblocks to PLC implementation? * How would address those roadblocks?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.2, 3.3, 3.4 | Discussion: **1 hour** |
| **Program Mind Map**  **Create** a mind map in which you brainstorm the following:   * Objectives of a comprehensive induction program for faculty members * Elements of an effective teacher mentoring program * How HR functions, such as evaluation and promotion, contribute to staff development programs   **Use** an online tool such as [bubbl.us](https://bubbl.us/) or [coggle.it](https://coggle.it), or one you are familiar with, to create your mind map.    **Download** and **save** your mind map as a .JPG image from the website.  **Write** a 750- to 1,000-word analysis of your mind map in which you do the following:   * Compare your listed items for an induction program against those of a mentoring program. * Summarize the contribution of both mentor and staff development programs in creating exemplary teachers and administrators.   **Insert** your mind map as an image in your document.  **Format** your summary according to current APA format.  **Submit** your summary and mind map by Sunday at 11:59 p.m. | | 3.1, 3.3, & 3.4 | Problem Solving: **1 hour** |
| **Week 3 Journal: Reflection**  **Write** a brief journal entry that answers the following:   * What are the short-term and long-term implications of PLCs? * How might the successful implementation of PLCs change the landscape of a school?   **Submit** your journal entry by Sunday at 11:59 p.m. | | 3.2, 3.3, 3.4 | Journal: **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Four: Performance Evaluation & Compensation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop strategies for performance evaluation that contribute to effective supervision. | | CLO1, CLO2, CLO3 | |
| * 1. Determine how to align performance goals and objectives of a school district with those of individual employees. | | CLO1, CLO3 | |
| * 1. Evaluate the effectiveness of a compensation program. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 7 & 8 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 4.1, 4.2, 4.3 | Lecture Activity: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Effective Supervision**  **View** the following videos from YouTube:   * “[Teachers Talk About Evaluations](https://www.youtube.com/watch?v=ND0-r0ovQdo)” [3:06] * “[NAATE Goal #2: Leveraging Teachers as Leaders of Adults and Peers](https://www.youtube.com/watch?v=bDjHFsDFwa0)” [3:43]   **Respond** to the following question in the Effective Supervision discussion forum by Thursday:   * What are your top three takeaways from the two videos?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: **1 hour** |
| **Discussion: Multiple Measures of Evaluation**  **View** the following videos from the Teaching Channel:   * “[Measures of Effective Teaching: Teacher Discussion](https://www.teachingchannel.org/videos/different-measures-teacher-effectiveness)” [6:53] * “[Data-Driven Professional Development](https://www.teachingchannel.org/videos/professional-development-around-data)” [7:09]   **Respond** to the following question in the Multiple Measures of Evaluation discussion forum by Thursday:   * How does your educational institution use the tools and strategies illustrated in the previous two videos?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: **1 hour** |
| **Discussion: Merit Pay System**  **Watch** the “[Merit Pay For Teachers Takes Center Stage: Unions, Candidates Weigh In](https://www.youtube.com/watch?v=V31xnaWA_qQ&feature=youtu.be)” video [2:27] from YouTube.  **Read** the following articles:   * [Educators Focus Attention on Merit Pay’s Glaring Failures](http://neatoday.org/2019/02/25/educators-focus-attention-on-glaring-failures-of-merit-pay/) * [Why Pay Incentives Are Destined to Fail](https://www.edweek.org/ew/articles/2010/09/22/04gabor.h30.html) * A Better Way to Pay: Five Rules for Reforming Teacher Compensation   **Respond** to the following questions in the Merit Pay System discussion forum by Thursday:   * How would you tailor a merit pay system to adequately address the arguments presented in the video and article? * What roadblocks would hinder implementation of your proposed merit pay system?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.3 | Discussion: **1 hour** |
| **Evaluation and Compensation Proposal**  **Evaluate** the compensation plan of your current district, a past district you have worked for, or a district you plan to work for in support of your evaluation process outline.  **Identify** modifications needed in your chosen compensation plan in order for it to fully align with your evaluation process outline.  **Outline** an evaluation process that accomplishes the following:   * Feasibly contributes to effective supervision of faculty by administrators * Supports the goals of the district * Provides opportunities for staff development and growth   **Compose** a 500- to 700-word proposal that summarizes your findings and provides rationale for your recommendations.  **Support** your proposal with research from applicable sources and format it to current APA standards.  **Submit** your proposal by Sunday at 11:59 p.m. | | 4.1, 4.2, 4.3 | Evaluation and Proposal: **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Five: Collective Negotiations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine how to apply the various steps involved in the collective negotiations process. | | CLO4 | |
| * 1. Explain the effect of the labor movement in the United States on teachers’ unions and organizations. | | CLO3, CLO4 | |
| * 1. Explain the use of impasse procedures in public educational labor disputes. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 9 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 5.1, 5.2, 5.3 | Lecture Activity: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Evaluating Teachers**  **View** the “[Evaluating Teachers: Are Teacher Unions the Solution?](https://www.youtube.com/watch?v=Rk_5CxOKI3E)” video [8:58] from YouTube.  **Respond** to the following question in the Evaluating Teachers discussion forum by Thursday:   * What are the pros and cons of the process in the video?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.2 | Discussion: **1 hour** |
| **Discussion: Norms for Leadership and Learning**  **View** the “[Norms for Leadership and Learning](https://www.teachingchannel.org/videos/teacher-team-success)” video [5:38] from the Teaching Channel.  **Respond** to the following discussion question in the Norms for Leadership and Learning discussion forum:   * How can the steps outlined in this video contribute to a collective negotiations process?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1 | Discussion: **1 hour** |
| **Discussion: Collective Bargaining**  **Read** the following articles:   * “[Act 88: Collective Bargaining Legislation](http://www.psea.org/general.aspx?id=1730)” from The Pennsylvania State Education Association website * “[About Us](https://aflcio.org/about-us)” section of the AFL-CIO website   **Respond** to the following questions in the Collective Bargaining discussion forum by Thursday:   * How have non-educational labor unions affected the collective bargaining strategies of teachers’ unions and organizations in the United States? * Do you consider this effect to be a benefit or a disadvantage? Provide rationale for your position.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.2 | Discussion: **1 hour** |
| **Collective Bargaining Process**  **Create** a flowchart that outlines a collective bargaining process appropriate for education.  **Include** the following in your flowchart:   * Each step from opening the negotiations to final agreement or impasse * Whether each step is specifically related to education or is a general labor practice   **Use** an online flowchart or diagraming tool such as [draw.io](https://www.draw.io/) or [Lucidchart](https://www.lucidchart.com/), or one you are familiar with, to create your flowchart.  **Save** your flowchart as a .JPG file.  **Write** a 700- to 1,000-word reflection that includes the following:   * Your flowchart as an image in your document * A summary of the important steps in your process * Strategies for negotiating trade-offs and compromises before reaching an impasse * A list of impasse techniques used to resolve an impasse and mitigate the aftereffects   **Submit** your flowchart and reflection by Sunday at 11:59 p.m. | | 5.1, 5.3 | Problem Solving and Paper: **1 hour** |
| **Week 5 Journal: Reflection**  **Write** a brief journal entry that answers the following:   * Do you consider school entities and their unions to be unique in terms of their mission? * How could that mission impact the collective bargaining process in educational labor impasses?   **Submit** your journal entry by Sunday at 11:59 p.m. | | 5.1, 5.2, 5.3 | Journal: **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Six: Legal Issues in the Administration of Human Resources | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the purpose of the components in individual teacher contracts. | | CLO1, CLO2 | |
| * 1. Identify strategies to mitigate legal liability in educational settings. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 10 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 6.1, 6.2 | Lecture Activity: **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Teacher Contracts**  **Read** the article “[NCTQ Teacher Contract Database](https://www.nctq.org/contract-database)” from the National Council on Teacher Quality.  **Select** two contracts from the NCTQ database and compare the following contract components:   * Salary scale * Benefit package * Sick day provision * Tuition reimbursement   **Respond** to the following questions in the Teacher Contracts discussion forum by Thursday:   * What similarities did you find? What differences did you find? * What are the three most important components of a teacher contract? Justify your rationale.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1 | Discussion: **1 hour** |
| **Discussion: Laws That Affect HR Roles**  **View** the “[Introductory Human Resource Concepts](https://www.youtube.com/watch?v=eZAUMfJQcEE)” video [13:54] from YouTube.  **Respond** to the following question in the Laws That Affect HR Roles discussion forum:   * What four laws presented affect HR roles in the education setting? Provide rationale for your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.2 | Discussion: **1 hour** |
| **Discussion: HR Documentation**  **Review** the [education related court cases](http://www.socialstudieshelp.com/edlaw.htm) from The Social Studies Help Center.  **Read** the [Anderson v. Evan](https://openjurist.org/660/f2d/153/anderson-v-evans) court case from OpenJurist.  **Respond** to the following questions in the HR Documentation discussion forum by Thursday:   * What documentation might be required of HR to support the dismissal of a teacher in a case such as Anderson vs. Evans? * How do you feel this case may influence the use of social media by educators today? * How does your educational institution deal with social media interaction? * Are there specific policies in place and, if so, how would you rate their effectiveness?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.2 | Discussion: **1 hour** |
| **Teacher Contracts**  **Attain** a copy of a teacher’s contract from a school district familiar to you. If you are unable to get access to a contract, perform a search online for a copy. The teacher’s contract should be public information, so most school districts should have copies of their collective bargaining contracts on their websites.  **Write** a 1,000- to 1,500 word paper in which you complete the following:   * Summarize the purpose of each component of a teacher contract. * Identify components you would add to or delete from the contract to make it more effective. * Provide rationale for your changes. * Explain if the changes you recommend address the needs of teachers, the district, or both. * Assess the viability of your proposed changes becoming part of the contract. * Include potential hindrances to your proposed changes from being included in the contract and what (or whom) would help facilitate your changes.   **Format** your paper according to current APA standards.  **Submit** your paper by Sunday at 11:59 p.m. | | 6.1, 6.2 | Case Study: **1 hour** |
| **District Policy Analysis**  **Select** a school district policy from either your current district or a surrounding one. Once you have selected the policy, analyze the information by addressing the following:   * What is the intent of the policy? Summarize. * What components of the policy minimize district liability? * When was the last time the policy was reviewed and updated? * Are there changes you would make to the policy? * If so, what would they be and why would you make them?   **Submit** the policy and your analysis by Sunday at 11:59 p.m. | | 6.2 | Analysis Paper: **1 hour** |
| **Preparation: Future Issues in Education**  In Week 7, a research paper is due requiring scholarly resources. Begin thinking of topics to focus your research on.  **Submit** your proposed topic for approval before beginning the research paper by Sunday at 11:59 p.m. | | 7.1, 7.2 | Guided Project: **.5 hour** |
| **Total** |  |  | **6.5 hours** |

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| Week Seven: The Future of Human Resources in Education | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze strategies to resolve current issues faced by human resource administrators. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Determine the effect structural changes in the field of education might have on the role of a human resources administrator. | | CLO1, CLO2, CLO3, CLO4 | |
| * 1. Compare Sisters of Mercy Mission and Gwynedd Mercy Universities Core Values to the ethical responsibilities of human resources administrators. | | CLO1, CLO2, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Review** Ch. 10 of *Human Resources Administration in Education*.  **Post** any questions or comments to the General Questions & Discussion forum. | | 7.1, 7.2, 7.3 | Lecture Activity: **1 hour** |
| **A School in the Cloud**  **Watch** the “[Sugata Mitra: Build a School in the Cloud](https://www.youtube.com/watch?v=y3jYVe1RGaU&feature=kp)” TedTalk [22:31] from YouTube.  **Post** any questions or comments to the General Questions & Discussion forum. | | 7.1, 7.2 | Lecture Activity: **1 hour** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide wrap-up of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Nurturing Possibility**  **Watch** the “[How to escape education’s death valley: Ken Robinson](https://www.youtube.com/watch?v=wX78iKhInsc)” TedTalk [19:11] from YouTube.  **Respond** to the following question in the Nurturing Possibility discussion forum:   * How effectively does your educational institution address the three hallmarks of the human condition as outlive by Sir Ken Robinson?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1, 7.2 | Discussion: **1 hour** |
| **Discussion: Ethical Responsibilities**  **Review** the [Sisters of Mercy Mission and Values](https://www.sistersofmercy.org/about-us/mission-values/).  **Respond** to the following question in the Ethical Responsibilities discussion forum by Thursday:   * How does the Sisters of Mercy Mission and Values compare to the ethical responsibilities of HR administrators?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.3 | Discussion: **1 hour** |
| **Future Issues in Education**  **Compose** a 2,500- to 3,000-word research paper in which you complete the following:   * Identify a current issue affecting education. * Evaluatecurrent strategies in place to address the issue. * Recommend how to tailor strategies to more effectively address the issue amid the constantly changing education environment. * Determine structural changes needed in the field of education to accommodate your strategies. * Explain the effects of the strategies and structural changes needed on the role and responsibilities of the Human Resources Administrator.   **Include** a minimum of five scholarly resources in your research.  **Format** your paper according to current APA standards.  **Submit** your paper by Sunday at 11:59 p.m.  *Note*: The instructor must approve your proposed topic. Review the assignment Preparation: Future Issues in Education in Week 6. | | 7.1, 7.2 | Research Project: **1 hour** |
| **H.R. Mission Statement**  **Review** [Gwynedd Mercy University’s Mission, Core Values, and Statement of Belief](http://www.gmercyu.edu/gwynedd-mercy-difference/mission-identity).  **Compose** a 100- to 200-word mission statement for your HR department that reflects Gwynedd Mercy’s values.  **Incorporate** components of Gwynedd Mercy University’s Mission Statement, Core Values, and Statement of Beliefs into your mission statement, keeping in mind that you are developing the statement for a public entity.  **Submit** your mission statement by Sunday at 11:59 p.m. | | 7.3 | Paper: **1 hour** |
| **Exploring Your School Setting**  ***Explore y***our School Setting by reviewing policy, procedures, plans, and collaborating with peers in the following 5 areas:   1. Recruitment (Hiring) 2. Induction and Mentoring 3. Supervision 4. Evaluating and Supporting Teachers 5. Professional Development   **Submit** a 2 -Page Summary that includes for each of the 5 areas:  a) Strengths or what is working well  b) Concern(s) or Challenges and  c) Recommendations  **Submit** the Exploring Your School Setting Summary by Sunday at 11:59 p.m. | | COURSE | Field Experience: **1 hours** |
| **Total** |  |  | **8 hours** |

# Breakdown of Academic Instructional Equivalencies

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|  |  | **AIE Hours** |
| **Week 1** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
| **Week 2** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
| **Week 3** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
| **Week 4** |  |  |
| Required |  | 5 |
| Supplemental |  |  |
| **Week 5** |  |  |
| Required |  | 6 |
| Supplemental |  |  |
| **Week 6** |  |  |
| Required |  | 6.5 |
| Supplemental |  |  |
| **Week 7** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | 43.5 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 45.5 |