

Syllabus for  
**GPED 763—Human Resources in Education**  
3 Credit Hours  
Spring 2010

*The Mission of the Oral Roberts University School of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The School of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

Designed to help prospective school administrators in the development of human relations skills, interpersonal relationships, and group process skills.

Prerequisites: None.

**II. COURSE GOALS**

The purpose of this course is to acquaint prospective school administrators with the primary functions, issues, and tasks related to school personnel administration. Areas of concentration will include projecting staff needs, recruiting practices, interviewing and staff selection procedures, employee appraisal, and legal issues related to personnel management.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

**A. Terminal Objectives**

As the result of successfully completing this course, the student will be able to do the following:

1. Project staff needs for a school site or district based on projection trends, financial resources, and legal requirements.
2. Describe practices and procedures for recruiting, interviewing, selecting, and placing staff in a school.
3. Design a staff/faculty development program for school staff.
4. Describe employee appraisal and evaluation practices and procedures, both formative and summative.
5. Explain how salary schedules are developed and administered and develop an awareness and understanding of other employee compensation and benefit practices.
6. Explain Oklahoma State Law, related Federal Law, and other legal issues that apply to public school personnel administration.
7. Describe the procedures involved in public sector collective bargaining, employer-employee relations, mediation techniques, and the legal aspects associated with the negotiations process.
8. Describe the School of Education Conceptual Model and discuss the integration of a biblical foundation and Christian Worldview as related to a whole person education.

- B. Additional Objective for Administrator Candidates in the Administrator Preparation Program.

This course meets the competency-based standards for Advanced programs in Educational Leadership as established by the National Policy Board for Educational Administration (2002).

**Standard 3.0:** This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials

1. Textbooks  
Rebore, R. W. (2001). *Human resources administration in education: A management approach* (7th ed.). Boston: Allyn and Bacon.
2. Other  
None

- B. Optional Materials

1. Textbooks  
Other specific readings as assigned by the instructor
2. Other  
None

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
3. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
  - 1. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  - 2. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5<sup>th</sup> edition.
    - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

- C. Course Policies and Procedures
1. Evaluation Procedures
    - a. The grade is a composite of performance based on the following:
 

Class attendance and participation	50 points
Two journal article critiques	50 points
One student research report	100 points
Preassignment	100 points
ePortfolio Item Review	50 points
<u>Final examination</u>	<u>50 points</u>
Total	400 points
    - b. Grading scale:
      - A=90-100 percent
      - B=80-89 percent
      - C=70-79 percent
      - D=60-69 percent
      - F=Below 60 percent
    - c. Grades are assigned as follows:
      - A=360-400 points
      - B=320-359 points
      - C=280-319 points
      - D=240-279 points
      - F=Below 240 points
    - d. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
  2. Whole Person Assessment Requirements
    - a. Each student prepares those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts are compiled in an eportfolio format as prescribed by the School of Education.
    - b. The content of the research paper must reflect that the student is conversant with Standard 3.0 (Item III-B of this syllabus).
  3. Other Policies and/or Procedures
    - a. The student is responsible for the following:
      - (1) Completing all reading assignments.
      - (2) Attending all regular class meetings and examination periods.
      - (3) Completing all special assignments and submitting them on due dates.
      - (4) Making positive contributions during class discussions.
    - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.
    - c. Preassignment
 

The student should complete the following assignments and have them ready to turn in on the first day of class:

      - (1) Two journal article critiques from one of the professional associations involved in education such as the School Board Journal, AASA Publication, and others. Typewritten critiques,

- no longer than 2 double-spaced pages, along with copies of the articles, are to be turned in to the instructor and shared verbally with the class.
- (2) Collect and bring a copy of either your or some other district's Employee Handbook, Personnel Policies, Negotiation Procedures/Policies, Recruitment Brochure, and Teacher Evaluation Forms (i.e., any artifacts that are real-life examples of the topics discussed in the textbook).
  - (3) Read the textbook.
- d. Postassignment
- (1) Each student will complete one research report appropriate to his or her situation, dealing with some aspect of this course. The research paper should be 9-10 pages in length, typed, double-spaced, and should refer to readings when appropriate according to current APA style. The research report should present and defend the student's position on the selected topic. The paper must be postmarked on or before Monday, July 30, 2008. Projects must be mailed by certified mail or by email to the professor at [wnorwood@oru.edu](mailto:wnorwood@oru.edu).

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- (2) If the project is postmarked one day late, there will be a 10% grade penalty.
- (3) If the project is postmarked two days late, there will be a 20% penalty.
- (4) If the project is postmarked three days late, the student will FAIL THE COURSE.
- (5) **If you email your assignment to Dr. Norwood, you will receive a receipt. Otherwise, be sure you send your postassignment registered, certified, or with a tracking record. If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your postassignment along with a copy of a receipt showing the date mailed or shipped.**

## V. COURSE CALENDAR

Session	Concept	Source
1	Introduction, Expectations, Course Overview, Review of Syllabus Personnel Functions in Education Human Resource Planning Recruitment and Selection	Syllabus  Rebore, Chapter 1 Rebore, Chapter 2 Rebore, Chapters 3 and 4
2	Placement and Induction Professional Development Student Presentations Appraisal	Rebore, Chapter 5 Rebore, Chapter 6  Rebore, Chapter 7
3	Teacher Evaluation Teacher Evaluation Compensation and Rewards Collective Negotiations	Assigned Reading Assigned Readings Rebore, Chapter 8 Rebore, Chapter 9
4	Human Resource Issues Student Presentations Final Examination, Final Activities	Rebore, Chapter 10

**\*NOTE:** Supplementary materials, class handouts, additional assigned readings, resource persons, guest speakers, etc., may all be utilized to present information relevant to course content and may be incorporated as part of an assignment at any time during the course. Critiques will be due at various times throughout the course, starting with Session 3.

**Course Inventory for ORU's Student Learning Outcomes**  
**GPED 763—Human Resources in Education**  
**Spring 2010**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
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<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge				<b>X</b>
1B	Sensitivity to the Holy Spirit			<b>X</b>	
1C	Evangelistic capability			<b>X</b>	
1D	Ethical behavior	<b>X</b>			

<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking			<b>X</b>	
2B	Information literacy		<b>X</b>		
2C	Global & historical perspectives				
2D	Aesthetic appreciation			<b>X</b>	
2E	Intellectual creativity		<b>X</b>		

<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle				<b>X</b>
3B	Physically disciplined lifestyle				<b>X</b>

<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills	<b>X</b>			
4C	Appreciation of cultural & linguistic differences		<b>X</b>		
4D	Responsible citizenship		<b>X</b>		
4E	Leadership capacity				

This course specifically addresses the ORU School of Education Institutional Standards: 3, 11, 16