Syllabus

ADMPS 3116: The Competent Management of Human Resources

Spring Term 2017

Faculty:

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Office Hours: By Appointment
Course Parameters:

The expectation is that students in three (3) credit courses will spend six hours (6) per week on the course. The six hours will encompass on campus classes, online course work, field study experiences, and other forms of preparatory work.

In this course, students will meet on campus four (4) times for a total of sixteen (16) hours. Approximately twenty hours (20) will be devoted to online studies and field experiences. The remainder, approximately fifty-four hours (54) will be devoted to preparatory activities. Total estimated course hours add up to an estimated ninety hours (90).

On Campus Meeting Times and Dates:

Our class meetings are from 1 to 5 p.m. on the following Saturdays in Room 5400, Posvar Hall.

- January 7, 2017
- February 4, 2017
- March 4, 2017
- April 1, 2017

Introduction:

Education is a people business. Nothing that school superintendents and school boards do is more important than managing and caring for the children and the adults who serve them.

Human Resources Administration is an area that the superintendent must manage and care about, personally and genuinely. As the chief executive officer (CEO) of the school district the superintendent is responsible for the supervision and evaluation of the organization’s human capital: the instructional and the non-instructional personnel of the organization.

The CEO has the responsibility for recruitment and selection, compensation and benefits, and discipline of personnel, within the legal, policy and ethical limits that
Constrain public institutions and their managers. Collective bargaining, contract administration, hiring practices and the operation of the organization require planning, policy-making and competent management by the superintendent of schools and school board.

In this course you will learn through reading, interviews and practice about the role, competencies, and functions necessary for managing the Human Resource components of the school system from the perspective of the superintendent of schools and the managers who oversee these functions.

COURSE PURPOSE, GOALS, AND OBJECTIVES

The Pennsylvania Core and Corollary Standards for Superintendent Certification and related competencies are included in the syllabus folder.

The Competent Management of Human Resources course, will focus on the following standards:

- Core Standard #1: The leader has the knowledge and skills to think and plan strategically, creating an organization vision around personalized student success.
- Corollary Standard #1: The leader creates a culture of teaching and learning with an emphasis on learning.
- Corollary Standard #2: The leader manages resources for effective results.
- Corollary Standard #3: The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- Corollary Standard #4: The leader operates in a fair and equitable manner with personal and professional integrity.
- Corollary Standard #5: The leader advocates for children and public education in the larger political, social, economic, legal and cultural context.
- Corollary Standard #6: The leader supports professional growth of self and others through practice and inquiry.
**Course Goal:**
The following course goal satisfies the broad intent of the Pennsylvania standards and competencies:

*To understand, assess, and practice the central role of the superintendent in Human Resources administration:*

1) *In shaping and planning the organizational climate through human resource management;*
2) *In supervision of the school district’s human capital;*
3) *In the recruitment, selection, development, support, evaluation, and promotion of talented people;*
4) *In employee relations and contract administration;*
5) *In overseeing and managing salary and benefit programs;*
6) *In addressing issues of diversity and equity;*
7) *In instituting and managing the policies, practices, legal and ethical responsibilities of a public institution.*

**COURSE TEXTS & MATERIALS**

**Required Text:**


You may purchase the books at a bookstore or online. Some students have chosen to rent the textbook as a means of saving money.

Additional readings are indicated in the syllabus as PDF files that can be downloaded from the Pitt library or through CourseWeb.

**Preparing for the Competent Management of Human Resources course**
1. **Order your textbook** (listed above)

2. **Plan Your Time:** *This is particularly relevant to the online segments and as such requires that students visit the site regularly. The instructor(s) will monitor student involvement and consider it when evaluating assignments.*

3. **Class Meeting Times and Assignment Time Frame:**

   *This is a blended course.* As such, we will meet face to face---four times for a total of 16 hours. Attendance is mandatory. *If you must miss a course meeting, it is your responsibility to notify the instructors as early as possible and it is your responsibility to seek make-up work within 7 days of the absence."

   All Course Web sessions are *asynchronous.*

   *Students may begin their online work for the H.R. class as of January 4, 2017. All assignments must be concluded and ready for evaluation by April 21, 2017.*

   *Failure to complete assignments on time may result in a lowered grade or an incomplete for the course.*

   **CourseWeb Etiquette**

   *Remember that Email and other forms of electronic communication are never really private and a copy may be forwarded to others and may exist, forever, in cyberspace.*

   When emailing or otherwise communicating in the cyber world:

   - Adjust your tone and style to the situation.
   - Use Standard English and do not use IM-speak or all lowercase letters.
   - Carefully check messages for misspellings or misstatements.
   - Think before responding to messages in frustration or anger.
   - Don't forward private messages to people they weren't intended for or copy others on replies to messages from the instructor.
   - Please do not **SHOUT** (bolding and letters in all caps).
• Remember that the person on the other end of a digital communication can’t see your expression or hear your tone of voice so choose your words and expressions very carefully.
• Respect the privacy of others and others will respect your privacy.
• When emailing, use a clear and understandable subject line.
• Treat others as you wish to be treated, i.e. with courtesy and politeness.

Technology:

This course uses a Course Web site (“Blackboard,”) provided through the University. To access the course web site, go to http://courseweb.pitt.edu and log on using your Pitt ID and password.

Alternatively, you can go to www.my.pitt.edu and access the Course Web site there. For help logging onto the course, call the help desk at 412-624-HELP. Help is available 24/7. The instructors will not and cannot assist you with log-on or other technical problems.

In order to succeed in this course, you need fast Internet access from off campus. Students with slow dial-up access spend unnecessary time and risk delayed assignments. The University has several computing labs available for your use. Here is the website where you can locate the labs and their operating schedules: http://technology.pitt.edu/

You will need to use Microsoft Office software (especially Word and PowerPoint readers) for this course. You need to be able to open Adobe PDF files. The software is in the labs on campus. In addition, the complete Microsoft Office suite is available free to full-time students. For more information on how to download your software go to a University computing lab with your ID or go to: http://software.pitt.edu/.

You will need e-mail for this course, and the University provides e-mail. For help accessing or forwarding your Pitt e-mail, go to one of the University computer labs with your ID card, or call 412-624-HELP. Our goal is to help you earn the best grade that you can. Incomplete grades will be given only in severe emergencies. You will have complete access to your grades through the CourseWeb on-line grade book.
COURSE REQUIREMENTS: ASSIGNMENTS & EVALUATION

Evaluation of assignments:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range (%)</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>93-97</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>60 or less</td>
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Questions:

Please ask if you have questions regarding how you will be evaluated in this course. The instructor (s) are available to discuss your learning goals and progress, though the earlier in the semester the better.

*Questions about the course or assignments should be sent via email.* If a question is applicable to the class, it and the response will be posted in the Course Web announcement.

Please note, however, that grades will not be discussed in email. Due to the sensitive nature of grades, and the lack of security with email we will not risk your privacy by discussing grades over email. If you would like to speak to the instructor (s) about grades, please schedule an appointment.

**Academic Integrity**

Students in this course are expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on
Academic Integrity.

As explicitly stated, "The University of Pittsburgh considers plagiarism a violation of its code of academic integrity. In "Student Obligations and Adjudication" (University Policy 02-03-03), the University states "students have an obligation to exhibit honesty, and to respect the ethical standard of his [sic] chosen profession in carrying out his [sic] academic assignments."

In the case of plagiarism, the policy states that a student has "violated this obligation" when the student:

- Presents as one's own, for academic evaluation, the ideas, representations, or works of another person or persons without customary and proper acknowledgment of sources.
- Submits the work of another person in a manner, which represents the work to be one's own.
- Knowingly permits one's work to be submitted by another person without the instructor's authorization.

In addition, the policy states that a student has violated his or her obligation to the University when he or she has given or received assistance on an assignment where the instructor has "expressly prohibited that assistance."

As you prepare your assignments please be aware of the responsibility with regard to copyrighted material, for example, words, images, or diagrams without reference or in some cases written permission. Many documents are produced by the government and encourage dissemination and you may draw information from them, as long as you cite that information appropriately. Please refer to the University Student Handbook for further policy regarding Academic Integrity.

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify me and the Disability Resources and Services no later than the

The following are course assignment expectations:

Class Interaction & Contribution:

Active participation as appropriate to the online activities and class meetings
requires your presence, preparation (through readings and topical assignments), and willingness to contribute to discussions in a variety of group configurations.

An online asynchronous presence means that you visit the Course Web site several times per week, complete assignments within specified timelines, read and respond to emails from the instructor, ask questions as appropriate, read the blogs of your classmates, check the announcements regularly.

**Written Expectations for this Course:**

*This is a course that is designed for top-level school executives. The ability to communicate in writing is a critical executive skill. Executive style writing requires precise and logical thinking, an educated person’s vocabulary, and knowledge of grammar and syntax.*

Syntax is the study of sentences and their structure, and the constructions within sentences. Syntax tells us what goes where in a sentence. Grammar is the general term referring to the set of rules in a given language including syntax, morphology, while syntax studies sentence structures...

*Writing is thinking made visible.* When we write we have the opportunity to examine our thoughts and to make corrections (editing) when we are unclear or confusing.

Executive educators write for many different audiences, some of which will be very discriminating and critical, e.g. the school board, the community, the teaching faculty, local and state governments, etc.

Executive writing is different from the style of writing taught and expected in most of your doctoral courses. Executive writing celebrates brevity, good word choice, and audience awareness.
Article Critique and Essay Length:

- Four (4) readings and a brief essay for each article are required beyond the assigned textbook readings. Essays should not exceed 250 (carefully chosen) words.

- Written assignments should be judiciously proof read in order to limit and eliminate errors in grammar and syntax.

- *APA style should be used for all citations.*

Memos:

What is a memo?:

[https://owl.english.purdue.edu/owl/resource/590/1/](https://owl.english.purdue.edu/owl/resource/590/1/)

You will be required to write three (3) memos, one to each of the following audiences: district personnel, media, and the school board.

Each memo will be on a single, double-spaced page. Choose an appropriate memo format. **Layout, design and message will be considered in the evaluation of this assignment.**

The memo is an important communication tool for executives. Take care to carefully revise the text so as to eliminate any grammatical, spelling or syntax errors. Think about the audience to which you are writing.

Journal Entries:

**Following each class make a journal entry.** The entry should identify technical or adaptive challenges encountered in the class meeting. Use the language of Heifetz, et al. when identifying adaptive and technical challenges. The entry should also reflect on your personal participation in class. Feel free to make comments about the course, instructors or the class. This is a private entry and candid talk will be protected and appreciated. A class participation grade is associated with the journal entry.
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Topic</th>
<th>Module</th>
<th>Dates</th>
<th>Reading Material</th>
<th>Reading Assignments</th>
<th>Tasks</th>
<th>Points</th>
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<tbody>
<tr>
<td>Human Resources Administration</td>
<td>Module #1</td>
<td>1/4-1/29</td>
<td>Webb &amp; Norton (2013) – <em>Building a High-Quality Teaching Profession</em> <em>LESSONS FROM AROUND THE WORLD</em></td>
<td>Chapters one, two and ten</td>
<td>1. The interview</td>
<td>150</td>
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<td>2. Line and Staff graphic</td>
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<td>3. Essay #1</td>
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<td>5. Journal Entry #1</td>
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<td>Topic</td>
<td>Module</td>
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<td>Building a High-Quality Teaching Profession LESSONS FROM AROUND THE WORLD</td>
<td>Chapters One and Two, Pages 7-30.</td>
<td>2. Case Study (Textbook) Chapter 4, (4.2), p. 108.</td>
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<td>Applying Credibility to Teacher Hiring</td>
<td>Course Web folder</td>
<td>3. Essay #2</td>
<td>100</td>
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<td>Annotation in APA style</td>
<td>4. Memo #1</td>
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<td>5. Journal Entry #2</td>
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<p>| Module #2                            |         |             |                                                                                   |                                       |                                                                      | 475    |</p>
<table>
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<th>Topic</th>
<th>Module</th>
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<th>Reading Material</th>
<th>Reading Assignments</th>
<th>Tasks</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professional Development and Performance Evaluation</td>
<td>Module #3</td>
<td>2/27–3/26</td>
<td>Webb &amp; Norton (2013) – (pp. 130-190)&lt;br&gt;Building a High-Quality Teaching Profession LESSONS FROM AROUND THE WORLD&lt;br&gt;Article on Adult Learning Theory that is applicable to Professional Development activities for teachers or other school employees.</td>
<td>Chapters six and seven&lt;br&gt;Chapters Three and Four, pages 3-57.&lt;br&gt;Research: Locate and share a peer-reviewed article on adult learning theory.</td>
<td>1. Respond to the questions of Case Study, Chapter 6 (6.1), p. 159 of textbook. 2. Essay # 3 3. Share the article with the class and instructors via CourseWeb. 4. Journal Entry #3</td>
<td>100</td>
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<td>Reading Material</td>
<td>Reading Assignment(s)</td>
<td>Tasks</td>
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<td>Interest based bargaining</td>
<td>Case Study: Medina Public Schools, pages 60-74.</td>
<td>3. Memo #2</td>
<td>100</td>
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<td>Acts 88 and 195.</td>
<td>Identify changes in collective bargaining issues since the passage of Act 88.</td>
<td>4. Create a professional looking table of up to 10 data points on changes since passage of Act 88.</td>
<td>100</td>
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<td>5. Journal Entry #4</td>
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Module #3

| Total Points | 325 points | 1500 |