

Personnel Problems  
Education 5318

Course Syllabus

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**Course Description:**

Acquaint students with the personnel problems encountered by school administrators, the methods of managing conflict, and approaches used to resolve conflict.

**Class Sessions:** Spring 2016 - web

**Text:**

Rebore, R. W. (2012). *The Essentials of Human Resources Administration in Education*. Boston: Pearson. [This text is economically available on vitalsource.com.]

**Performance Objectives:**

- The student will demonstrate an understanding of the personnel mechanism of a school district at the district level. This will include familiarity with district policy and understanding of political aims of human resources.
- The student will demonstrate an understanding of the responsibilities needed by a school administrator regarding personnel decisions on a campus.
- The student will illustrate the various schools of thought regarding personnel management and recruitment.
- The student will create a personnel recruitment tool that could be used by a district.
- The student will demonstrate and evaluate the ethical concerns regarding personnel management.

**Assignments:**

*Chapter preparation* (5 pts. each): Students will be responsible for reading the assigned chapter from the text on the proper date and be prepared to discuss and synthesize the information through class assignments indicated on Blackboard. This will include bulletin board discussions, reflective assignments, and interactive exercises. Information will be posted in the discussion section of Blackboard.

*Interview exercise:* Using the provided questions (on Blackboard), students will both interview and be interviewed by someone else (another student is certainly fine), practicing the elements of a good, legal, & acceptable interview. Students will post reflections under the appropriate discussion thread by **April 22**.

*Reflections* (10 pts. each):

**Hiring practices:** Survey human resource personnel from your (or another) district about the hiring procedures of both teachers and administrators. In particular, compare and contrast how teachers and administrators are recruited and hired. Who makes the decisions? What kind of application and interview process is necessary? How are references handled? Are site-based committees utilized? For comparison, also ask your school administrator for on-campus procedures. Compile germane information into a readable presentation and post on Blackboard by **February 24**.

**At-will survey:** Identify **all** the categories of at-will employees in your district. What are each of their annual assurances of employment? What benefits are they entitled to? Who are they responsible to?

Compile germane information into a readable presentation and post on Blackboard by **April 1**.

*Recruiting website:* Design a website that your district could use to attract new teachers. Highlight the points that a new recruit would want to know (salary, class sizes, test scores, applications, community information, etc.). Feel free to include pictures, maps, and logos. This should be an original work, although you can consult existing recruiting efforts. Active hyperlinks are not necessary, but should be indicated on the page. [There are several free web-site design sites that students have found useful in the past.] These will be posted to Blackboard by **May 4**.

*Exams:* There will be a final exam synthesizing the learning from this course. Guidelines will be given at an appropriate time before the exams.

### Course Calendar:

Jan 27	Chapter 1 discussion
Feb 3	Chapter 2 discussion (legal aspects)
Feb 10	Chapter 3 discussion (recruitment)
Feb 17	Chapter 4 discussion (selection)
Feb 24	<b>Hiring reflection due</b>
Mar 2	Chapter 5 discussion (placement & induction)
Mar 11	Chapter 6 discussion (staff development)
Mar 23	Chapter 7 discussion (performance evaluation)
Apr 1	<b>At-will reflection due</b>
Apr 8	Chapter 8 discussion (compensation)
Apr 15	Chapter 10 discussion (legal/ethical issues)
Apr 22	<b>Interview exercise</b>
May 4	<b>Recruiting website due</b>
May 11	<b>Final due</b>

### Course Requirements:

Chapter preparation (9)	45	Grade Scale
Recruiting website	20	A – 92-100
Reflection (2)	20	B – 82-91
Interview exercise	10	C – 70-81
Final	5	

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.