



Syllabus

School of Education and Leadership EEA 538: Human Resource Management in Education

3 Credits
Effective: Fall 2021

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course addresses the knowledge and skills of personnel management in schools and school systems. Topics include human resource management systems in employee recruitment, performance appraisal, staff and program assessment, the supervision and the professional development of certificated and classified employees, and the development and supervision of volunteers and partners. Candidates apply law, regulations, and best practices in human resource management.

RECOMMENDED RESOURCES

Recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

ALBERTA

On-Line Publications:

Alberta Education. *Teaching quality standard*.

<https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>

Alberta Education. *Leadership quality standard*.

<https://education.alberta.ca/media/3739621/standardsdoc-lqs-fa-web-2018-01-17.pdf>

Alberta Education. *Superintendent leadership quality standard*.

<https://education.alberta.ca/media/3739619/standardsdoc-sqs-fa-web-2018-02-02.pdf>

Alberta Human Rights Act, Revised Statutes of Alberta (2000, c. A-25.5).

<http://www.qp.alberta.ca/documents/Acts/A25P5.pdf>

Alberta Human Rights Commission. (2009). *Information for employers*.
https://www.albertahumanrights.ab.ca/employment/Pages/employer_info.aspx

Alberta Human Rights Commission. (2017). *Information sheets*.
https://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/bulletins/Pages/sheets.aspx

Alberta Labour. (2018). *Employers guide to occupational health and safety*.
<https://open.alberta.ca/dataset/a99cfe4f-6b93-491b-98d6-d2cc6b9b2134/resource/c6976618-24d7-489c-9d15-521ce97f254e/download/employer-guide-to-ohs.pdf>

Alberta Labour. (2018). *Employment standards toolkit for employers*.
<https://www.alberta.ca/assets/documents/es-employer-toolkit-lowrez.pdf>

Alberta. Service Alberta. (2006). *Freedom of information and protection of privacy: A guide*.
<https://www.servicealberta.ca/foip/documents/FOIPGuide.pdf>

Alberta. Service Alberta. (2007). *Frequently asked questions for school jurisdictions*.
<https://www.servicealberta.ca/foip/documents/faq-school-jurisdictions.pdf>

Alberta. Service Alberta. (2007). *Guide to providing counselling services in school jurisdictions*.
<https://www.servicealberta.ca/foip/documents/SchoolCounsel.pdf>

Alberta. Service Alberta. (2007). *Using and disclosing personal information in school jurisdictions*.
<https://www.servicealberta.ca/foip/documents/PerInfoSchool.pdf>

Alberta Teachers' Association. (2004). *Code of professional conduct*.
[https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E/Code of Professional Conduct.pdf](https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E/Code%20of%20Professional%20Conduct.pdf)

Education Act, Statutes of Alberta (2012, c. E-0.3). <https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>

Employment Standards Code, Revised Statutes of Alberta (2000, c. E-9).
<http://www.qp.alberta.ca/documents/Acts/E09.pdf>

Freedom of Information and Protection of Privacy Act, Revised Statutes of Alberta (2000, c. F-25).
<http://www.qp.alberta.ca/documents/Acts/f25.pdf>

Workers' Compensation Board –Alberta. (2017). *Employer handbook*.
https://www.wcb.ab.ca/assets/pdfs/employers/employer_handbook.pdf

Books:

Armstrong, S. & Mitchell, B. (2008) *The essential HR handbook: A quick and handy resource for any manager or HR professional*. Career Press. (ISBN: 9781564149909)

Arthur, D. (1998). *Recruiting, interviewing, selecting, and orienting new employees* (3rd ed.). AMACOM. (ISBN: 978081440401)

Norton, M.S. (2008). *Human resources administration for educational leaders*. Sage Publications, Inc. (ISBN: 9781452274997)

Norton, M.S. (2015). *The principal as human resources leader: A guide to exemplary practices for personnel administration*. Routledge. (ISBN: 9781315775777)

Northouse, M. & Lee, M. (2019). *Leadership case studies in education*. Sage Publications, Inc. (ISBN: 9781544310428)

Scott, N. (2012) *13 reasons managers are unlucky*. SEA Consulting.

BRITISH COLUMBIA

On-Line Publications:

British Columbia Laws. (2016). Employment Standards Act (1998). Retrieved from http://www.bclaws.ca/Recon/document/ID/freeside/00_96113_01

B.C. Ministry of Education. (2011). *Manual of school law: Teachers Act*. Retrieved from: http://www.bced.gov.bc.ca/legislation/schoollaw/teachers_act_contents.pdf

B.C. Ministry of Education. (2011). *Standards for the education, competence and professional conduct of educators in British Columbia*. Retrieved from: http://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf

B.C. Ministry of Employment, Business and Economic Development. (n.d.). Employment standards. Retrieved from: <http://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards>

B.C. Ministry of Healthy Living and Sport (2010). *The WorkBC employer's tool kit: A resource for British Columbia businesses: Healthy work environments: A competitive advantage in today's economy and labour market*. Retrieved from: http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs2010/464713/toolkit_book5.pdf

B.C. Ministry of Jobs, Tourism, and Skills Training. (2012). *A guide to the Employment Standards Act*. <http://www.labour.gov.bc.ca/esb/esaguide/guide.pdf>

B.C. Ministry of Jobs, Tourism, and Skills Training. (1998). *Employment Standards Act*. Retrieved from: http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96113_01

B.C. Teachers Federation. (n.d.). *Professional ethics, rights, and standards*. Retrieved from:
<http://bctf.ca/uploadedFiles/Advocacy/Campaigns/TeachingLearning/Sec31MembersGuide.pdf>

Canada, Justice and Law. (2014). Canadian human rights act. Retrieved from:
<http://laws-lois.justice.gc.ca/eng/acts/h-6/>

Rebore, R. (2012). *The essentials of human resources administration in education*. Boston, MA: Pearson.

WorkSafe BC. (2016). For employers: How do I ...? Retrieved from
<https://www.worksafebc.com/en/for-employers>

Books:

Blase, J., Blase, J., & Phillips, D. (2012). *Handbook of school improvement: How high-performing principals create high-performing schools*. Thousand Oaks, CA: Corwin/Sage.

Colman, R. & Otten, A. (2007). *An educator's guide to understanding workplace harassment*. Aurora, ON: Canada Law Book.

Goodman, C. & Berry, C. (2011). *Great assistant principals & the (great) principals who mentor them: A practical guide*. Larchmont, NY: Eye on Education.

Kise, J. (2006). *Differentiated coaching: A framework for helping teachers change*. Thousand Oaks, CA: Corwin Press.

Odden, A. (2011). *Strategic management of human capital in education: Improving instructional practice and student learning in schools*. New York: Routledge.

Rebore, R. (2011). *Human resources administration in education: A management approach* (9th ed.). Boston: Pearson

Wubbels, T, (Ed.) (2012). *Interpersonal relationships in education: An overview of contemporary research*. Boston: Sense Publishers.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- City University of Seattle graduates have strong communication and interpersonal skills

COURSE OUTCOMES

In this course, learners:

- Apply best practices in recruiting, hiring, induction, supervision, professional development, retention, discipline, and dismissal

- Account for Provincial laws, local laws and regulations

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Coaching, supervision, and evaluation
- Differentiate evaluation systems
- Employee induction
- Employee recruitment
- Employee selection
- Employment discrimination
- Ethical behavior and a professional code of conduct
- Human resource management
- Job analysis
- Location and use of policies and regulations pertaining to the management of human resources
- Mentoring
- Partners and volunteers
- Performance standards
- Probation, discipline, and dismissal
- Professional growth plans
- Union contracts

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Human Resource Management Plan and Presentation	45%
Toolkit for Managing Human Resources in Schools	45%
Participation	10%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Human Resource Management Plan and Presentation

Candidates examine ways in which human resource functions are addressed in an educational context. The written plan describes how to utilize effective strategies and manage human resource functions, applying best practices to processes. Functions may include such things as planning, recruitment, screening, interviewing, selection, assignment, orientation, professional growth/staff development, school climate, employee wellness, employee safety/protection, employee retention, coaching, supervision and evaluation. Applying concepts from the course, candidates will describe and assess specific practices employed in a school or jurisdiction to effectively lead and administer the organization's human resources. References should be included, where appropriate, to assist in relating theory to practice. Candidates may consult with school or district administrators to assist in the preparation of this paper. Each candidate will present their paper to the class, using visual aids as designated by the instructor.

Components	% of Grade
Content & Organization	60%
Quality Professional Communication	20%
Presentation to Class	20%
TOTAL	100%

Toolkit for Managing Human Resources in Schools

This Toolkit is a collection of artifacts and resources that support human resource management in schools. It includes tools and strategies for collaboration and partnerships with community members, families, volunteers, service providers, and those traditionally employed by a school district. The toolkit may include: case studies, scenarios and vignettes, short readings, interview questions, problem solving exercises, interview questions and guidelines, exit interview instruments, application forms, reference check forms, observation/evaluation forms and other reporting forms commonly used in schools, references to publications, web pages, community directories, professional organizations, and contacts that can provide assistance to school leaders in managing human resources for a school community. The toolkit supports the candidate in applying theory to practice in a position of school or program leadership, in a manner consistent with provincial guidelines/standards.

Components	% of Grade
Toolkit Content	75%
Organization, Presentation, & Communication	25%
TOTAL	100%

COURSE POLICIES

Late Assignments

Participation

Components	<i>% of Grade</i>
Communication: Does the student communicate respectfully in a professional manner?	50%
Collaboration: Is the student actively working on developing skill in collaboration? Does the student honor the time and commitment of others? Does the student make a meaningful contribution to shared endeavors?	50%
TOTAL	100%

PROFESSIONAL WRITING

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style (APA 7th edition).

University Policies

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy

for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.