COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi is devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

COURSE DESCRIPTION
This course is designed as an integral part of the Principalship Certificate Program and Master of Science in Educational Administration Program by focusing on the issues of school personnel management. Theories, principles and practices related to personnel administration will be addressed, particularly as they relate to human resources leadership, planning, selection, evaluation, motivation, induction, professional development, appraisal, compensation, legal issues, collective bargaining, and management of conflict in schools.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
The purpose of this class is to help aspiring educational leaders better understand the importance of School Personnel Management in creating schools where all children succeed. This course will be instructed and delivered 100% online. Students are expected to be able to utilize technology tools needed for success in this type of course delivery. Blackboard will be the primary means of communication of material and course discussions. Students are encouraged to access the IT Help Desk if you are unsure about how to access your Blackboard account. This is a graduate level course. As such, the reading and requirements of this course are intensive and intended to build your knowledge, skills, mindsets and overall expertise in the area of personnel/human capital management/leadership in schools and other educational contexts.

This course emphasizes the following Standards and Competencies for the State Board of Educator Certification Texas Examinations of Educator Standards (SBEC/TExES) Framework for Principal Certification

- STANDARD III- HUMAN CAPITAL--The principal:
  - Competency 1- invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
  - Competency 2- ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
Competency 3-uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;

Competency 4- Coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;

Competency 5- Facilitates the campus’s professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;

Competency 6- Creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;

Competency 7- Collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;

Competency 8- Ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.

Competency 9- Implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

Competency 10- Plans for and adopts early hiring practices.

• STANDBARD VI- ETHICS, EQUITY, AND DIVERSITY—The principal:
  o Competency 1- Implements policies and procedures that encourage all campus personnel to comply with Chapter 247 & (the Educators’ Code of Ethics).
  o Competency 2- Models and promotes the continuous and appropriate development of all learners in the campus community.
  o Competency 6- Promotes awareness and appreciation of diversity throughout the campus community.
  o Competency 9- Communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences.
  o Competency 10- Treats all members of the community with respect and develops strong, positive relationships with them.

COURSE EXPECTATIONS

Students are expected to be respectful, productive, and engaged in all formats of discussion. Although this course is instructed fully on-line, students are highly encouraged to develop and sustain collegial networks early in your professional career. The academic arena is a perfect place to start these networks.

Course evaluations during the Fall 2019 session will be conducted at the end of the term. Completion of this instrument is encouraged as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty
member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

POLICIES

Classroom: Log in to Blackboard often and follow discussion threads on assigned readings and questions. Contact the instructor if you have any questions or concerns with the online classroom. Please be an active participant in class.

Communication: Email and Blackboard communication will be the best way to communicate with the instructor outside. You can also schedule appointments for meeting.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard by the due date at 11:59pm of the assigned due date.

Assignment Format: All assignments are to be submitted electronically on Blackboard and in MS WORD format, not PDF. See APA for all guidelines.

The CASA Writing Center: The Center for Academic Student Achievement writing center is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. http://casa.tamucc.edu/wc_services.php

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot complete your online requirements of class, please email or call me ASAP.

Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

Academic Honesty Policy. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or
complicity in an act of academic misconduct on an assignment or test will result in an” F” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered:

**INSTRUCTIONAL OBJECTIVES**
As a result of activities, course readings, and interactive experiences, students will be able to:
- Effectively collaborate with peers, providing support through guidance, feedback, and reflective activities.
- Become more proficient in APA style.
- Examine and understand human resources leadership and its impact on effective schools.
- Plan effectively for staffing needs.
- Evaluate and select applicants for various positions in the school district.
- Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in writing.
- Understand the relationship between theory and research in educational administration.
- Understand the relationship between theory and practice.
- Recognize and understand the importance of the induction process and its long term effects on both certificated and non-certificated personnel.
- Understand why some employees are highly motivated while others lack drive and commitment.
- Understand the importance of professional development for all school personnel.
- Understand the importance of the appraisal process for school personnel.
- Recognize and determine the legal issues that impact personnel decisions.
- Explore and understand current trends in compensation and rewards.
- Examine and understand productive work environments.
- Examine and understand collective bargaining in schools.
- Examine and understand termination and reduction of force.
- Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
- Identify, understand and reflect upon the impact one has on others in the school and community environment.
- Assess one’s ability to communicate orally and in writing.
- Apply theory to practice.
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.

**COURSE REQUIRED TEXTBOOKS**


COURSE REQUIREMENTS/EVALUATION CRITERIA

Professional Resume and Job Announcement ......................................................10 points
Critical Reflection Papers #1 and #2 (20 points each) ....................................40 points
Participation and Engagement in Discussion Board Forums .............................20 points
Semester Research Paper on School Personnel Management .......................30 points

Total Possible Points .........................................................................................100 points

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing
Incomplete: Incompletes will not be given for this course.

COURSE ASSIGNMENT DESCRIPTIONS

Professional Resume & Job Announcement 10 points  Due: Week 5
A benchmark for this course is to complete a professional resume. Ultimately, you will want to
secure a position as a principal or an assistant principal or educational leader. There will not be a
prescribed resume format, however, provide significant attention to the literature in Chapter 4 as well
as the discussions on “selection of administrative personnel.” Your resume should include the core
ideas covered in those assigned readings and discussions as much as possible. You will also be
required to attach a job/position announcement for which your resume’ has been written.

Critical Reflection Papers #1 & #2 40 points (20 points each)  Due: Weeks 9 & 13
The reflection process is an important aspect of being a school leader. By this point, you will have
read and participated in many discussions on school personnel management. This assignment will
give you time to reflect on what you have learned and help you decide on a specific interest for your
final paper. It is good practice for you to set aside time to write your impressions, ideas, applications,
and emotional reactions as you read and as your participate in class. The context of these reflections
should help you develop self-awareness of values, beliefs, and attitudes related to yourself, your life
and school leadership as it relates to supervision and administration of personnel.

Specific format for this assignment is as follows. 1) Your reflection should be NO MORE THAN
THREE PAGES (word-processed, double-spaced, 12 point font), 2) It should be written in first
person, 3) Avoid the urge to write editorials or position papers, 4) Work to personalize your efforts
with connections to the readings, your work, your experience, and your life, and 5) Remember, the
Critical Reflection is about you, not other people. Focus your reflections on what you’ve learned thus
far. Please see the grading rubric in Attachment A.

Participation and Engagement** 20 points  Due: Ongoing
Each week students should be prepared for virtual/on-line class discussions by having previously
read the assigned readings. Students must post talking points on the assigned readings in Blackboard.
Talking points could include 2-3 questions based on the readings to provoke conversation. These
questions may be related to a particular article/textbook chapter or video clip, but students should
also create questions that cut across various reading and media materials, touching on overall themes.
Students are required to write a research paper on any aspect of school personnel management they choose. You need to have at least 10 references from peer-reviewed sources in your paper. The paper needs to be six to eight-pages long; this excludes the cover page and references. You are required to use double-spaced, 12-point Times New Roman font, one-inch margins, with no “extra” or “larger” spaces between paragraphs and using current APA style and formatting. Your paper will not be graded if you write and provide the document in an outline or if you present the information in a question/answer format. You need to use your writing skills to synthesize and present your thoughts logically and analytically. Use the outline provided to guide your work.

**Semester Research Paper Outline**

1. Cover page (does not count toward 8 page limit) (Please include the Statement of Authorship)
   a. Title of paper
   b. Name
   c. Course number and semester
   d. Professor’s Name (Dr. Dessynie Edwards)
   e. Date of submission
2. Introduction (approximately .5 – 1 page)
   a. Brief explanation of your experiences with administration and supervision
   b. Research-based statement of your perspective on administration and supervision
   c. Brief overview of the paper specifying the specific researched area of school personnel management
3. Literature Review (approximately 3-4 pages)
   a. In this section, complete a literature review of the existing literature you found on the topic of choice
4. Plan for Personal and Organizational Supervision and Administration (approximately 2-3 pages)
   a. In this section of your paper, identify your own strengths and weaknesses in relation to administration and supervision and the topic you chose. Based on the research you’ve completed, explain your plan for personal improvement and also explain the kinds of culture, structure and norms you will strive to establish in your school.
5. Conclusion (approximately .5 – 1 page)
   a. Briefly summarize your research, findings, and personal perspective on supervision and administration and specifically the topic you chose.
6. References (does not count toward the 10 page limit)
   a. Must use APA Style
   b. Must include scholarly, peer-reviewed resources

**Statement of Authorship**

The following statement must be completed and submitted on the bottom portion of the cover page for the critical reflections and the final research paper submitted for grading.

“I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE DATES</th>
</tr>
</thead>
</table>
| 1    | Thur. | Review of Syllabus & Introduction to School Personnel Management & SuperVision |  | Connect TAMUCC email  
Post Response to Discussion Board Forum:  
*Power of Three (3) Engagement Activity* |
*Required WebEx Discussion* |
| 4    | Thur. | Evaluating and Selecting Applicants/Candidates | Seyfarth (2008) Ch. 3 | Post Response to Discussion Board Forum |
*Resume Due- Post in Blackboard* |
Prigge (2002)  
Pennington (2007) | Post Response to Discussion Board Forum |
| 7    | Thur. | Motivation & Induction | Seyfarth (2008) Ch. 5&6 | Post Response to Discussion Board Forum |
| 8    |      | Professional Development & Individual Teacher Development | Seyfarth (2008) Ch.7  
Gordon (2004) | Post Response to Discussion Board Forum |
<table>
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<tr>
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<th>Reading</th>
<th>Assignments</th>
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</table>
| 9    | Thur. | Managing School Conflict | Lifeworld vs. Systems World |  | Post Response to Discussion Board  
*Critical Reflection 1: Due for Grading* |
|      |       |       | Seyfarth (2008) Ch. 13 |  |
*Critical Reflection 2: Due for Grading* |
| 15   |      | Semester Research Paper |  |  | *Research Paper Due- for Grading* |
# Appendix A: Critical Reflection Assignment Rubric (20 points each/ 40 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (3)</th>
<th>Intermediate (2)</th>
<th>Beginning (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td>Little self-disclosure, minimal risk in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td><strong>Connection to one’s outside experiences</strong></td>
<td><em>In-depth synthesis of</em> thoughtfully selected aspects of readings related to the topic. Makes clear connections between what is learned from readings and the topic. Demonstrates further analysis and insight resulting from what you have learned from reading. Includes reference to at least two readings from class. Includes readings other than those assigned for class.</td>
<td><em>Goes into some detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes general connections between what is learned from outside experiences and the topic. Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading from class. Includes other readings than those assigned for class.</td>
<td>Identify some general ideas or issues from outside experiences related to the topic. Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for all children</strong></td>
<td>Includes explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced.</td>
<td>Includes implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced.</td>
<td>Includes minimal to no evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced.</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Spelling &amp; grammar errors</strong></td>
<td>No spelling or grammar errors. 3 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1-2 pages in length. Minimally follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Over 3 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>
Appendix B: Class Participation & Engagement Rubric (20 points)