



EDUC 602: Staff Personnel Administration	
Fall 2017	
Instructor: Rodney Thompson, Ph.D.	Class Meetings: Wednesday
Office: Capers Hall, Room 325-D	Class Hours: 5:30-8:00
Telephone: 843 953-8408	Meeting Room: Battery Creek High School D-117
Cell: 843-834-0828	
Email: thompsonr3@citadel.edu	Office Hours Tuesday 1:00-4:00 pm Wednesday 1:00-5:00 pm Others by Appointment—Just Ask!
Credit Hours: 3	

PREREQUISITES: See admission requirements for the Graduate College <http://citadel.edu/admissions/g/req/index.shtml> and the Division of Educational Leadership http://www.citadel.edu/education/academic_programs/syllabi/leadership_handbook.doc pages 24-25.

REQUIRED TEXTBOOK:

Smith, Richard E. (2009). *Human resources administration in education: a school-based perspective*. (4th ed.). New York: Eye on Education

American Psychological Association. (2003). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C: Author

Computer with Internet and word processing and Excel capability.

LiveText is required for course discussions and assignments.

LiveText Registration (Available at campus book store or on-line) One-time registration fee is good for all classes in your program of study. If you are already using LiveText, you do not need to register again.

CitLearn- The Citadel's online Blackboard System will be utilized for assignments and online discussions.

On-line resources:

- [ASCD Smart Brief](#)
- [CEC Smart Brief](#)
- [South Carolina Department of Education](#)
- [American Association of School Administrators](#)
- [Council of Chief State School Officers](#)
- [National Association of Elementary School Principals](#)
- [National Association of Secondary School Principals](#)
- [National Association of State Boards of Education](#)
- [National Conference of State Legislatures](#)
- [National Staff Development Council](#)
- [ELCC Standards](#)

STUDENT INFORMATION

This course is part of the professional requirements for Elementary or Secondary Administration and Supervision leading to licensure as an elementary or secondary principal and is intended for candidates pursuing a Master's Degree or Certification-Only.

LEARNING AND DEVELOPMENTAL GOALS

ELCC—Educational Leadership Constituent Council Indicators

Conceptual Framework Learner Centered Outcomes (K.1-5; R.6-10; E.11-15)

1.4 – Steward a Vision – E. 12

2.3b-c – Apply Best Practice to Student Learning - K.1-4; R.7-9

2.4a, b, c – Design Comprehensive Professional Growth Plans—K.3-5; R. 6-10 E. 12-15

4.2c – Respond to Community Interest –R. 8-10; E. 14-15

6.1a – Understand a Larger Context –K. 3-5; R. 9-10; E. 13-15

COURSE DESCRIPTION:

This course is designed to study personnel policies and practices as they relate to planning, recruitment, selection, induction, orientation, employment, promotion, evaluation, staff development, legal issues, technology, dismissal, retirement, and teacher-administrator relationships.

The Citadel's Professional Education Unit Conceptual Framework Vision Statement

DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms

cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel’s Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they

- Knowledgeable** Principled Educational Leaders...
1. Have mastered the subject matter of their field of professional study and practice;
 2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
 3. Model instructional and leadership theories of best practice;
 4. Integrate appropriate technology to enhance learning;
 5. Demonstrate a commitment to lifelong learning;

- Reflective** Principled Educational Leaders...
6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
 7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
 8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
 9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
 10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

- Ethical** Principled Educational Leaders...
11. Demonstrate commitment to a safe, supportive, learning environment;
 12. Embrace and adhere to appropriate professional codes of ethics;
 13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
 14. establish rapport with students, families, colleagues, and communities;
 15. Meet obligations on time, dress professionally, and use language appropriately.

P Participation	F Professional Portfolio	G Group Discussion	I Interview	O Observation
E Exam	S Simulation	T Thesis/Paper	WV Website Review	V Volunteer
RD Reading	SP Presentation	PR Project	SH Shadowing	CS Case Study
DA Data Analysis	SA Self Assessment	WR Written Reflection	CH Checklist	

2.4b – Design Comprehensive Professional Growth Plans

Candidates demonstrate the ability to use observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with principals and other school personnel.

Performance Activities	Assessment
Candidates meet with a school administrator and discuss the SC Professional Development plan. The candidate will discuss how the plan is developed, how often it is reviewed and reflect upon the process and development of the professional development activities and how it relates to instructional changes necessary to meet diverse student needs. Candidates will attend workshops on developing quality school renewal plans and principal formative and summative evaluation processes. Candidates will participate in an interview for an assistant principal’s position with current resume and cover letter, and written reflection. P2, I, DA2	Candidates analyze and interpret findings from the interview and present their reflections. Discussions to follow in class about the various ways principals are evaluated and how professional development goals are determined. Candidates will write reflections and respond to CitLearn discussion board on best practices for renewal plans and the evaluation process, and practice interview questions, responses, cover letter and current resume. WR3

2.3b-c – Apply Best Practice to Student Learning

Candidates will explore the many facets of human resource and discuss findings with class. Trend data will be addressed as well as due process, effective hiring processes and termination.

Performance Activities	Assessment
Candidates search and retrieve current information concerning professional development and school personnel issues. Candidates will prepare interview questions and practice interviewing with practicing principals. Candidates will review documents to screen potential teacher candidates. WR2, SP2, RD2	Candidates write abstracts for articles read and provide class with URL, title, written abstract with reflection for continuous professional growth and development. Candidates will reflect upon their practice interviews screening processes. WR2, SP2

4.2 – Respond to Community Interests

Candidates develop a plan to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

Performance Activities	Assessment
Candidates review federal and state legislation that influences human resource planning as well as district policies and procedures. Candidates will listen to speakers as they discuss teacher induction programs, mentoring and coaching. DA2, G2, PR2	Candidates will provide a list of policies and procedures that relate to Human Resources. Class discussion and Speaker reflection on CitLearn. Candidates will reflect upon speaker topics on teacher induction, mentoring and coaching. PR2, WR2, SP2

6.1 – Understand a Larger Context

Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

Performance Activities	Assessment
Candidates review Affirmative Action legislation that relates to student needs. Candidates will discuss legal issues, contracts and non-renewal of contracts. E2, DA2	Candidates compile a profile of Affirmative Action legislation that identifies facility modifications, services required for instruction, and policies for social inclusion. Candidates will respond to CitLearn discussion board on topics. DA3, PR3

2.3b-c – Apply Best Practice to Student Learning and 6.1a—Responding to the larger context.

Performance Activities	Assessment
Candidates will respond to scenarios, case studies and inbox activities related to human resource issues. CS3, G3	Candidates will respond effectively and explain actions to human resource issues. DA3, PR3

COURSE REQUIREMENTS/ASSIGNMENTS

Case Studies of Staff Personnel Administration (5)—Principals face personnel issues frequently and must be able to respond to these situations calmly and appropriately. You will analyze case studies and educational scenarios. Case Study responses should be posted on the CitLearn Discussion Board. You will be asked to reflect upon the decision that you or your team would make in each situation (Each team should answer the questions on the discussion board. Students will be assigned to a team. **This assignment provides evidence for 2.3b and 6.1. This activity is worth a total of 25 points.**

Journal Review: Summary and Analysis (1)—Retrieve pertinent journal article, **not more than 5 years old**, on staff development models or initiatives that may be appropriate for resolving the staff personnel problem/issue identified. Write a summary and analysis formatted in APA Style, 6th edition that contains: a title page, summary and analysis. Citation of journal article should be posted on top of page 2. See provided examples. Completed assignments should be posted in CitLearn prior to the due date. **This activity is worth 10 Points. This assignment provides evidence for 2.3a, b, and c**

Discussion of Personnel Issues

Discuss with a practicing administrator a personnel issue that he/she had to respond to recently. What were the circumstances; what steps were used to resolve the issue; what was the final decision; who was involved in the decision-making process; what board policy needs to be considered, and what would the administrator have done differently? Do not use names or specific location. Provide a summary of the activity based on the above questions and insert in the CitLearn assignment page. Be prepared to lead a 10-12 minute class discussion on your issue. **This assignment is worth 10 points. This assignment provides evidence for 6.1b.**

Discussion Board Topics

Students will have weekly assignments related to assigned readings in the textbook. Identified Chapters (3 & 8) will have a Discussion Board Topics. Students are to respond to the topics and respond to at least 2 other student to earn full credit. Engagement among your peers is a vital part of the leadership program. Assignments will be posted and submitted in CitLearn.

Speaker Discussion Reflection (3)

I have invited three speakers to visit our class and share information about important human resource topics. Each student will write a 150-200 reflection relating to the topic of the guest speaker. Reflections are to be posted in CitLearn. **This assignment is worth 15 points** **This assignment provides evidence for 2.4a, b, c, 6.1d.**

Practice Interview, Resume and Cover Letter

Schedule a practice interview for the position of assistant principal with a building-level or district level administrator. Provide your interviewer(s) with a current resume and appropriate cover letter. Upon completion of the practice interview, reflect on the process, and information and knowledge gained from this experience. Post on CitLearn and present interview reflection to class: **This assignment is worth 20 points.** **This assignment provides evidence for 2.4a, b, c, 6.1d.**

Grades for EDUC 602 are based on a variety of assignments. The relative weights used for calculating the course grades are as follows:

ASSESSMENT PROCESS

Assessment	Percent
Discussion Board Topics	10%
Case Studies of Staff Personnel Administration	25%
Journal Review: Summary and Analysis	10%
Discussion of Personnel Issues	10%
Speaker Discussion Reflection	15%
Class Participation and Attendance	10%
Practice Interview, Resume and Cover Letter	20%

Total = 100
possible
points

Final grading is based on the following scale:
90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C+, 70-75.9=C, 0-69.9=F

CLASS EXPECTATIONS

Attendance Requirements

Students are expected to participate positively in class activities including lectures, site visits, discussions, simulations, and role-playing. Refer to "The Citadel Graduate College Handbook" on "Class Attendance":

"Regular attendance is required of all graduate students. In case of absences due to sickness or other circumstances beyond their control, students should notify the professor. A student who has missed four (4) scheduled meetings may be dropped from the course unless extenuating circumstances exist. Decisions in this matter will be by the head of the department in which the student is majoring, after consultation with professors. Students dropped from courses because of excessive absences will receive a grade of "W" or "F" as may be appropriate."

One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken. Students are expected to attend ALL class sessions and complete all CitLearn and LiveText activities. Unexcused absences may result in a one letter grade reduction per absence. If mitigating circumstances exist, please contact the instructor by email or telephone on or before 10:00 AM of the morning of the class to be missed.

Disability Disclosure

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement

As a professional educator, integrity is an expectation. Students of the School of Education at the Citadel are expected to meet the standards set forth in the Citadel Code. Available at <http://citadel.edu/r3/honor/manual.shtml> Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)
- Internet citations are included.

Cell Phone Policy

For the respect of your colleagues all cell phones and iPads or tablets should be turned off and may not be used during class meetings. This includes texting, tweeting, FB, and anything that will be invented between the start and ending of class that will take your interest away from the intellectual discussions and overall fantastic class performance.