The University of Texas at Tyler
College of Education and Psychology
Department of Educational Leadership and Policy Studies
EDLR 5350 Personnel Administration

Instructor Information

Jennifer S. Jones, Ed.D.
Office Hours: By appointment
Office: HPR 114
Office: (903) 565-5653
E-mail: Jenniferjones@uttyler.edu

Course Catalog Description:

Study of the administrator’s role in recruiting, selecting, assigning, training, and evaluating staff. Such topics as personnel policy, salary schedules, fringe benefits, contractual practices and procedures, and academic freedom are considered.

Student Learning Outcomes & Assessments

The student will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Texas Superintendent Standard</th>
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<tr>
<td>Act with integrity, fairness, and in an ethical manner to promote success of all students.</td>
<td>Standard I</td>
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<tr>
<td>Shape district culture by facilitating the development and implementation of a shared vision.</td>
<td>Standards II &amp; VIII</td>
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<tr>
<td>Advocate district culture conducive to student learning and professional growth. Including evaluating and developing staff to improve student and staff performance</td>
<td>Standard I, II, III, VII &amp; VIII</td>
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<tr>
<td>Promotes success of students and staff by following laws, policies and standards. Influence political and cultural context to achieve the district’s educational vision.</td>
<td>Standard IV</td>
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<tr>
<td>Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.</td>
<td>Standard V</td>
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Students will be encouraged to take ownership in their own learning through critical and reflective thinking regarding the roles and responsibilities of effective superintendents. Students will explore educational issues, problem-solve and apply knowledge learned through a systematic examination of critical issues in educational leadership and a formal inquiry-based approach.

EDLR 5360 is an integral component of the Educational Leadership Program. Student Learning Outcomes for 5360 are derived from the Student Learning Outcomes for the Educational Leadership Program. These outcomes are infused into the internship experience and assessed in the TExES required for all students who are awarded a Texas Superintendent’s Certificate.

**Superintendent Leadership Standards**

**Superintendent Standard I**

Learner-entered Values and Ethics of Leadership:
A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

**Superintendent Standard II**

Learner-Centered Leadership and School District Culture:
A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

**Superintendent Standard III**

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

**Superintendent Standard IV**

Learner-Centered Policy and Governance:
A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.
Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

Domain II – Instructional Leadership

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum...
resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

**Competency 006:** The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

**Competency 007:** The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

**Domain III — Administrative Leadership**

**Competency 008:** The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

**Competency 009:** The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.

**Competency 010:** The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

**Assessment Specifics & Assignments**

**Final Grade Calculations**

A = 90% - 100% of points available  
B = 80% - 89% of points available  
C = 70% - 79% of points available

All assignments must be completed by midnight on Sunday night. All assignments are expected to be completed at graduate level quality and adhere to the stated assignment criteria. Assignments not meeting graduate level quality and require the student to redo and resubmit will be adjusted by 10%.

Late assignments will only be accepted with prior permission of the instructor and will be subject to a penalty of 10% and an additional 10% will be deducted for each week the assignment is past due. Please do not wait until the last minute to submit your assignment as sometimes technology and online systems do not always cooperate. Please do not hesitate to email your instructor if you need help, clarification, or extra time.

**Teaching Strategies**

EDLR 5350 utilizes 100% online instruction through UT Canvas. Instructor uses lecture format with group process and constructive learning experience in an electronic environment.

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Since the class is exclusively online, the instructor will serve as a facilitator of knowledge on critical issues in Educational Leadership. The instructor will utilize online discussions, presentations, videos, independent practices, and inquiry-based strategies to explore the theory, practice, and reform of education in the United States.

**Related Field Experiences**

The course does not have a formal field experience component, but it is expected that the student utilizes personal educational experiences to bring unique perspectives to the discussions. In addition, there will be “real-world” simulations.

**Required Text and Related Readings**

**Textbooks:**

ISBN: 978-1-4652-9266-7

ISBN: 978-0292760844

**Web Sites:**

American Association of School Administrators at [www.aasa.org](http://www.aasa.org)
Texas Association of School Administrators at [www.tasanet.org](http://www.tasanet.org)
Texas Association of School Boards at [www.tasb.org](http://www.tasb.org)
Texas Education Agency at [www.tea.texas.gov](http://www.tea.texas.gov)
TExES Preparation Materials, Registration and Test Dates at [http://cms.texas-ets.org/texes/](http://cms.texas-ets.org/texes/)

**Text Statement:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Policies**

Expectations for individual and group responsible contributions are the same as you would expect for your students. As a professional educator, therefore, be polite and respectful of others; be attentive to timelines and assignments requirements; read and listen carefully; and think critically. There are no provisions for making-up quizzes or assignments.

**Student Travel Policy**

Since coursework for EDLR online classes can be attended to from any location with internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.

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University Policies

Code of Conduct

UT Tyler Academic Dishonesty Policy:

At the University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintains a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

“Cheating” includes:

1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an unadministered examination or work assignment.

“Plagiarism” includes the unacknowledged incorporation of the work of another person in work that a student offers for credit.

“Collusion” includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original
and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

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If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class.

**UT Tyler a Tobacco-Free University:**

- All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

- Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretex, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

- There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

**Campus Carry Policy:**


**College of Education and Psychology**

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

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Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.