

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
EDUCATION LEADERSHIP PROGRAM**

**EDLE 614, Section 602, Spring 2011[semester]  
Managing Financial and Human Resources**

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**Office hours: By appointment**

**Schedule Information**

**Location: Holmes Middle School**

**Meeting times: Mondays-4:30 p.m. to 7:30 p.m.**

**Course Description: EDLE 614/602 Managing Financial and Human Resources**

Explores basic functions in financial and human resource management. Examines legalities, ethics, and politics of resource procurement and allocation. Provides experiences to help students better understand tasks typically performed by school leaders.

**Program Vision**

The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

**Nature of Course Delivery**

Learning activities for students should be problem-centered, self-directed and have some immediacy of application. To this end a variety of instructional methods will be used to learn the subject matter and create a dynamic, interactive environment. These methods include large and small group discussions, project application, action research, media (when needed), internet assignments, lecture, individual and group presentations, cooperative learning, and reflection.

## **General Goals**

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream, and on the use of web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. To promote an atmosphere that allows us to accomplish this, we will:
  - a. Start and end on time;
  - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
  - c. Agree to disagree respectfully during class discussions;
  - d. Strive to be open to new ideas and perspectives; and
  - e. Listen actively to one another.
  
2. Student work will reflect what is expected from leaders. As such, students are expected to:
  - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
  - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
  - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
  
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. come fully prepared to each class;
  - b. demonstrate appropriate respect for one another;
  - c. voice concerns and opinions about class process openly;
  - d. engage in genuine inquiry;
  - e. recognize and celebrate each other's ideas and accomplishments; and
  - f. show an awareness of each other's needs.

## **Learner Outcomes**

Students will focus on major issues in financial and human resource management at the school and district levels. During this course, students will:

1. apply major concepts related to financial and human resource allocation and management.

2. use site allocation simulation to build a budget that supports school vision, mission, goals, and research based and best practices.
3. develop a staffing plan that is consistent with site goals and district guidelines.
4. utilize applicant selection and interview strategies consistent with legal guidelines.
5. define and explain the most significant legal aspects of personnel administration, including due process, equal employment opportunity, and affirmative action.

### **Learning Objectives**

Students taking this course will:

1. become familiar with the school finance system in Virginia.
2. become familiar with the literature in the field of human resource management and school finance.
3. become familiar with the impact local governing bodies have on district budgeting.
4. understand the history of and legal issues relating to school finance.
5. understand the responsibilities and role of the following in school finance: the building administrator, building level bookkeeper, central office administration, local boards of education, and appropriate elected and appointed officials.
6. comprehend and reflect on the applicant selection process.
7. given knowledge of best practices and experiences, through a group process, construct a school budget and staffing plan that meets dynamic needs and satisfies the local “superintendent”.
8. become familiar with the teacher evaluation process and teacher discipline.

### **Professional Standards**

The course addresses the following ELCC Standards and VDOE Competencies:

ELCC Standard 1.0: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- 1.1 Collaboratively develop and implement a shared vision and mission
- 1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- 1.3 Create and implement plans to achieve goals

ELCC Standard 2.0: An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth

- 2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- 2.7 Maximize time spent on quality instruction

ELCC Standard 3.0: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

3.1 Monitor and evaluate the management and operational systems

3.2 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

3.5 Ensure teacher and organizational time is focused to support quality instruction and student learning

ELCC Standard 5.0: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

5.4 Consider and evaluate the potential moral and legal consequences of decision-making

5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling

This course addresses the following VDOE Competencies:

1. b. Knowledge, understanding and application of systems and organizations, including

(7) Effective communication skills including consensus building, negotiation, and mediation skills.

1. c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including

(3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;

(4) Principles and issues related to fiscal operations of school management; and

(7) Technologies that support management functions.

### **Relationship of Course to Internship**

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

The skills and knowledge students develop in this course are directly related to ELCC Standard 3, which focuses on managing schools and districts. As a result, what students learn in this course should serve them well in some responsibilities required in their internship. Attendance at scheduled internship seminars each semester is required of all students.

## **Course Materials**

Textbook: Odden and Picus (2008). School Finance: A Policy Perspective, 4<sup>th</sup> edition.

The required text is available in the GMU Bookstore in the Johnson Center.

### **Outside-of-Class Resources**

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments.** If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

## **Course Requirements, Performance-based Assessment, and Evaluation Criteria**

### **Attendance**

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

### **General Expectations**

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

### Class participation [35] points

Students are expected to participate actively in class discussions, in group activities, complete “experiences” (action research and governing body reflection) and serve as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

### Written assignments [65] points

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

The budget and staffing resource allocation plan and reflective paper on the applicant selection process are the program-level Performance-Based Assessments for this course.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Rewrites: Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

### Grading scale:

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

### **College of Education and Human Development Expectations**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

**Weekly Schedule (subject to change)**

<b>Session</b>	<b>Topics</b>	<b>Reading/Writing Assignment</b>
1-Jan. 24	Introductions, review of syllabus, and course overview. Topic: School Finance as Big Business and State/Local Issues.	Read Chapter 1
2-Jan. 31	Review expectations for action research, article presentations, and local governing body meeting. Topic: Resources for Schools Practice Budget and Staffing Simulation – bring calculator.	Read Chapters 4 and 7 Make appointment with a school finance officer ( <b>Action Research due Feb. 28</b> )
3-Feb. 7	Debrief Simulation Review expectations for Budget and Staffing assignment and presentations. Topic: Applicant Selection Process – Equal Employment Laws	
4-Feb. 14	Topic: Applicant Selection Process Continued – Nds Assessment and Evaluating Resumes	Begin Article Presentations
Feb. 21	President's Day Holiday	
5-Feb. 28	Topic: Applicant Selection Process Continued – Interview Questions and Panel v. Individual Interviews	Continue Article Presentations <b>Action Research Due (February 28)</b>
6-Mar. 7	Topic: Applicant Selection Process Continued – Teacher Insight Instrument	Continue Article Presentations
7-Mar. 14	Topic: Applicant Selection Process – Reference Check and Final Recommendation Process	Continue Article Presentations



	Review Expectations for Applicant Selection Assignment	
8-Mar. 21	No Class - Annual GSE Spring Conference, March 24, all classes cancelled in lieu of participation in the conference.	<b>Submit Governing Body Reflection (March 21)</b>
9-Mar. 28	Topic: Legal Issues in School Finance Equity and Adequacy	Continue Article Presentations Chapters 2, 3 and 6
10-Apr. 4	Topic: Virginia Funding Model and Comparing States	Continue Article Presentations Chapters 9 and 10
11-Apr. 11	Topic: School-Based Fund Management	Continue Article Presentations <b>Submit Applicant Selection Reflection via Taskstream (April 15)</b>
Apr. 18	Spring Break	
12 -Apr. 25	Topic: Teacher Evaluation and Discipline Wrap up any incomplete topics and reflection Course evaluation	Continue Article Presentations <b>Submit Budget and Staffing Allocation via Taskstream (April 25)</b>
13-May 2	“Superintendent’s Cabinet” Simulation	Oral Budget and Staffing Presentations

**Required and Suggested Performances**

Students’ grades are based on their proficiency with respect to the student outcomes. Each outcome will have an oral (class participation) and/or a written component. The outcomes are weighted as described below:

<b>OUTCOMES</b>	<b>ORAL PRODUCTS</b>	<b>WRITTEN PRODUCTS</b>	<b>PORTION OF FINAL GRADE</b>
<ul style="list-style-type: none"> <li>• Students will apply major concepts related to financial and human resource allocation and management.</li> <li>• Students will use a site allocation to build a budget that supports school mission and goals.</li> <li>• Students will develop a staffing plan that is consistent with site goals and district guidelines.</li> </ul>	<p>Students will present, defend, and reflect upon resource allocation plans.</p>	<p>Students will display their own budgets and staffing plans in a spreadsheet format and include brief cover memos explaining their rationales for each document.</p>	<p>Each oral presentation, discussion, and reflection is worth 10 points. Each written report is worth 15 points. (50 points)</p>
<ul style="list-style-type: none"> <li>• Students will evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines.</li> </ul>	<p>Students will participate in mock interviews and follow-up discussion.</p>	<p>Students will write a reflective essay about the interview experience.</p>	<p>The reflective essay is worth 15 points. (15 points)</p>
<ul style="list-style-type: none"> <li>• Students will participate in reflective practice.</li> <li>• Students will use technology for learning and administrative purposes.</li> </ul>	<p>The course will employ reflective practice techniques throughout.</p>	<p>Students will use TaskStream, spreadsheet, and word processing software as part of their participation in the course.</p>	<p>Active participation in each class, completion of “in-class” assignments and TaskStream online discussions are worth 35 points. (35 points)</p>

The budget and staffing assignments must be completed as a group of three to five (depending on the size of the class). One grade will be assigned to the final product. The same grade will be assigned to each group member. **Students will work in the same groups for both the budget allocation and the staffing allocation.**

## **WRITING ASSIGNMENT # 1—BUDGET ALLOCATION**

### **15 Points**

#### Rationale:

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the allocation in a brief verbal statement, in detail using numbers, and orally to multiple constituents. (Note: The oral portion is not part of this assignment sheet, but will occur during class.)

#### Product:

Each group is required to submit four written pieces for this assignment (Note: Every student in the group must submit all four pieces so that all can be graded through TaskStream):

1. For each school, a brief, verbal overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and serves as a cover sheet for #2 below
2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

#### Suggestions:

1. Your cover sheets should be as brief as possible, but they also need to be clear. They should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover sheets have a clear thesis—"My rationale for this budget allocation is \_\_\_\_\_ because \_\_\_\_\_." Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheets should be simple enough for your grandmother to be able to understand. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.
4. Remember, this is a group project. Whining about unequal workload is not permitted and will not be heard. Before you begin, be certain to get clear agreements and understanding on the following:
  - How and when will you communicate and/or meet with one another while working on the project?
  - What work will be divided up and how?
  - What work requires approval from the whole group before going forward?
  - What deadlines will you need to meet along the way to insure that your assignment is ready on September 16?

**BUDGET ALLOCATION  
ASSESSMENT RUBRIC**

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHING EXPECTATIONS</b>	<b>FALLS BELOW EXPECTATIONS</b>
<p><b><u>Cover Memo—School Factors (20%)</u></b> (ELCC 3.1) The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.</p>	<p>The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.</p>	<p>The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.</p>	<p>The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.</p>	<p>The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.</p>
<p><b><u>Cover Memo—Context (5%)</u></b> (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed.</p>	<p>The cover memo provides clear and persuasive analysis about economic factors impacting the site budget.</p>	<p>The cover memo discusses important factors impacting the site budget.</p>	<p>The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget.</p>	<p>The cover memo fails to mention anything about economic factors impacting the site.</p>

<p><b><u>Spreadsheet</u></b> <b>(65%)</b> (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>	<p>The spreadsheet is confusing and/or is not consistent with the cover sheet.</p>
<p><b><u>Mechanics and accuracy</u></b> <b>(10%)</b> Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is <b>free</b> of errors—both verbal and numerical.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>

**WRITING ASSIGNMENT # 2—STAFFING ALLOCATION**  
**15 Points**

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp.

Product:

Groups are required to submit four written pieces for this assignment:

1. A brief, verbal overview of the staffing allocation for each school that includes a clear rationale explaining how each one serves the vision, mission, and goals of the school
2. For each school, a spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any “understaffing” must be indicated)

Suggestions:

1. See the budget allocation assignment.

**STAFFING ALLOCATION  
ASSESSMENT RUBRIC**

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHING EXPECTATIONS</b>	<b>FALLS BELOW EXPECTATIONS</b>
<p><b><u>Cover Memo—School Factors (20%)</u></b> (ELCC 3.1)The cover memo communicates the rationale for and highlights of the staffing allocation. It communicates a clear connection between the staffing allocation and student achievement.</p>	<p>The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of school staff. It persuades the reader that this particular allocation of school staff has a high probability of improving student achievement.</p>	<p>The cover memo conveys a plan of action for efficient allocation of school staff. Effectiveness may not be as compelling. It communicates the rationale behind staffing allocation to improve student achievement.</p>	<p>The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. A rationale is present, but the connection to student achievement is ambiguous.</p>	<p>The cover memo lacks a clear direction and the rationale for the staffing allocation is not clear. No connection between the staffing allocation and student achievement is evident.</p>
<p><b><u>Cover Memo--Context (5%)</u></b> (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed.</p>	<p>The cover memo provides clear and persuasive analysis about economic factors impacting the staffing allocation.</p>	<p>The cover memo discusses important factors impacting the staffing allocation.</p>	<p>The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the staffing plan.</p>	<p>The cover memo fails to mention anything about economic factors impacting the staffing plan.</p>

<p><b><u>Spreadsheet (65%)</u></b> (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>	<p>The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.</p>
<p><b><u>Mechanics and accuracy (10%)</u></b> Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is <b><u>free</u></b> of errors—both verbal and numerical.</p>	<p>The assignment has a few errors.</p>	<p>The assignment has some errors.</p>	<p>The assignment has numerous errors.</p>



## **ASSIGNMENT #3—REFLECTIVE ESSAY ON APPLICANT SELECTION AND INTERVIEW PROCESS**

**15 points**

### Rationale

Perhaps the most important activity for a school site administrator is the selection of staff—both certified and classified. Going through a mock process of teacher selection is helpful for thinking about important characteristics of prospective teachers and school needs. But, the experience is made richer by reflecting on the experience so that the student can become much clearer in her or his own mind about how to make teacher selections count toward school improvement. It is my hope that this reflection paper will help you to discover what worked well during the interview(s), what could be improved, and what you would do differently next time.

### Product

You will write a coherent reflective essay that explains your reaction to the total interview experience you had in connection with this class. Your paper must contain the following:

1. A thesis that clearly describes the major insights you gained as a result of participating in preparing an interview and the actual interviews that you witnessed
2. A brief description of what happened during preparation and the interviews
3. A thorough reflection of the entire process from start to finish that demonstrates the validity of your thesis
4. A conclusion that includes what you learned from the process and how you might engage in it differently when you are working as an administrator

**REFLECTIVE ESSAY ON APPLICANT SELECTION AND INTERVIEW PROCESS  
ASSESSMENT RUBRIC**

	<b>EXCEEDS EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>APPROACHING EXPECTATIONS</b>	<b>FALLS BELOW EXPECTATIONS</b>
<p><b><u>Thesis (20%)</u></b> The thesis establishes the burden of proof for the paper, i.e., your overall learning from the interview process. It provides structure for the paper by telling the reader what the author intends to prove.</p>	<p>A clear, one-sentence thesis is presented at the end of the opening paragraph and <u>establishes a burden of proof</u>. The thesis clearly states everything the author has learned as a result of the interview process.</p>	<p>The thesis appears in the opening paragraph and is relatively clear. The thesis is more expository than analytical.</p>	<p>The thesis is confusing or is strictly descriptive.</p>	<p>The paper contains no explicit thesis.</p>
<p><b><u>Supporting Arguments (45%)</u></b> The author must articulate arguments in support of the thesis. These should be logical and made compelling by clear examples.</p>	<p>Each paragraph of the body of the paper has a direct relationship to the thesis and helps to demonstrate the validity of the thesis. The author uses persuasive arguments relevant to the thesis.</p>	<p>The body of the paper provides some support for the thesis, but it also contains paragraphs are not entirely persuasive.</p>	<p>Analysis is weak or difficult to follow. Some paragraphs are irrelevant to the thesis, not logical, or not persuasive</p>	<p>Analysis is largely absent from the paper. The paper may be expository rather than analytical.</p>

<p><b><u>Concluding Paragraph (25%)</u></b> It is important to conclude your paper in a manner that is persuasive to the reader and that leads to broader thinking on the topic.</p>	<p>The conclusions the author draws are clearly stated in the final paragraph, beginning with a restatement of the thesis in new language. The concluding paragraph follows in a compelling manner from the body of the paper and explains what the author would do differently for the next interview opportunity</p>	<p>The conclusions the author draws are clearly stated in the final paragraph, but they may not be entirely persuasive.</p>	<p>Conclusions can be inferred from the body, but the thesis is not re-stated and the conclusions are not persuasive.</p>	<p>Conclusions are unclear or irrelevant to the thesis.</p>
<p><b><u>Grammar &amp; Mechanics (10%)</u></b> Any writing submitted for public review should be free of errors.</p>	<p>The paper is <b>free</b> of errors.</p>	<p>The paper contains few errors.</p>	<p>The paper contains some errors.</p>	<p>The paper contains numerous errors.</p>