



Syllabus / ED 6324 School Support Services-Fall 2023

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Course Description

ED 6324 School Support Services is a web course that examines the comprehensive role of the human resource, finance, facility, transportation, and nutrition functions in public schools. Included in this course are the facets of providing human resources, finance, facility, transportation, and nutrition services and the development of public school employees.

Student Learning Outcomes

- To gain an understanding of the school administrator as managers of human resources, logistics, time, curricula, facilities, and finances.
- To develop an understanding of the guiding principles of human resources, budgeting and managing school funds with emphasis on how that process relates to the management of other school resources.
- To develop an understanding of the knowledge of the comprehensive role of the human resource function in public schools.
- To develop an understanding of knowledge of current rules and regulations regarding student nutrition, transportation, and construction and maintenance of the plant facility.
- To apply critical thinking skills in conducting interviews, giving and receiving criticism, and preparing written documents in a professional manner.
- To gain an understanding of the following topics as they relate to the human resources function:
 - An overview of public school human resources.
 - Planning for the needs of the district
 - Recruitment, selection, placement of personnel, and compensation of personnel
 - Induction, mentoring, and staff development of personnel
 - Performance evaluation of personnel
 - Ethical considerations and issues in personnel administration
- To gain an understanding of the following topics as they relate to the school finance function:
 - Working knowledge on how to prepare a school budget

- A variety of fiscal approaches to budgeting
- Knowledge of the multiple sources of funds available to a district and to the school
- Working knowledge and experience with the use of Microsoft Excel as a spreadsheet tool

Program Objectives/Texas Domains/Competencies & Principal Standards

TEExES Domains/Competencies:

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

- Competency 5-The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
- Competency 6-The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- Students will learn that professional development is a continuous, ongoing process.
- Students will learn how to implement and monitor professional development and how to measure its impact on student achievement.
- Students will know how to implement a staff evaluation and development system to improve the performance of all staff members and apply the legal requirements for personnel management.

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)

- Competency 7-The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.
- Competency 8-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
- Students will learn the steps to creating an action plan for school improvement and will gain practical knowledge and application by creating an action plan.
- Students will learn theories relating to the organizational structures of schools and the school culture that defines them.
- Students will know how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.
- Students will examine instructional theories in practice that increase student achievement and turn schools around.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

- Competency 9-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
- Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
- Students will learn how to mobilize resources to promote student success.
- Students will learn the difference between being a “leader” and a “manager.”

- Students will examine, analyze, and reflect on all the principal managerial functions that sustain the campus.
- Students will examine the functions of human resources, food services, transportation, budget, class scheduling, and safety, and how these managerial functions affect student learning.
- Students will know how to apply principles of effective leadership and management.
- Students will know how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Texas Principal Standards:

- Standard 2- -Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
- Standard 5- -Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Marketable Skills

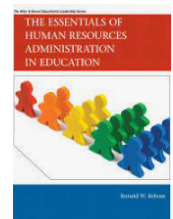
Students in the Educational Leadership Program are working towards a degree and/or certificate that will qualify them for administrative positions in the K-12 school system. The job skills taught in this course will enable students to execute the administrative skills outlined in the Principal Standards above.

Materials

Required Text

All of the following books are required for the course. You will also need Microsoft Excel.

- Rebores, R. W. (2011). *The essentials of human resource administration in education* (1st ed.). NY: Prentice Hall.
- Bambrick-Santoyo, P. (2019). *Driven by data 2.0: A practical guide to improve instruction*
- Other Texts or readings as assigned



Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.



Assignments and Grades

Module	Date Due	Points
First day of class	10/23	-
Module 1- Professional Development & Implementation Plan- Pillar Assignment (& PASL)	11/3	300
Module 2- Recruitment, Selection, Placement & Induction Pillar Assignment	11/17	200
Module 3- Basic Funding & Budget Planning	11/24	200
Module 4- School Facilities	12/1	100
Module 5- Transportation Services	12/8	100
Module 6- Food Services	12/12	100
Course Ends	12/13	-
Total Points		1000

Grading Policy for this course is as follows:

A=900-1000
B=700-899
C=400-699
F=399 or less

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

Learning Environment and Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incomplete) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course. **THERE ARE NO OPTIONAL ASSIGNMENTS.**

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.