

**Syllabus ED6324-School Support Services**  
**Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025**

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## Course Description

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ED6324 School Support Services examines the comprehensive role of the human resource, professional development, 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 professional development of public-school employees.

## Student Learning Outcomes

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### 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 management of the plant facility.
- 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 campus
  - Recruitment, selection, placement of personnel, and compensation of personnel
  - Induction, mentoring, and staff development of personnel
- 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.
  - Knowledge of the multiple sources of funds available to a district and to the school
- To apply critical thinking skills in conducting interviews, giving, and receiving criticism, and preparing written documents in a professional manner.

## Program Objectives/TEXES Domains/Competencies & Principal Standards

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### TEXES Domains/Competencies:

#### DOMAIN III-HUMAN CAPITAL (Human Resource Management)

#### Competency 5 - The beginning principal knows how to provide feedback, coaching, and professional

## Syllabus ED6324-School Support Services

Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

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 a 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 principles 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 will be able to

- communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

# Syllabus ED6324-School Support Services

## Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

### Materials

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#### Required Texts (new for this course):

- Rebores, R. W. (2011). *The essentials of human resource administration in education* (1<sup>st</sup> ed.). NY: Prentice Hall.
- Other texts or readings as assigned. These are in Blackboard and no purchase is necessary.

#### Required Texts (from previous courses)

- American Psychological Association (2019). *Publication manual of the American psychological association* (7<sup>th</sup>ed.). Washington, DC.
- Bambrick-Santoyo, P. (2019). *Data Driven Instruction 2.0*. San Francisco, CA: Jossey-Bass. **ISBN-13:** 978-1119524755 **ISBN-10:** 111952475X. (Same as ED7304).
- Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass. ISBN 9781119496595. (Same as ED5309).
- Bambrick-Santoyo, P. (2016) *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass. **ISBN-13:** 978-1119278719

#### Recommended Text

- Fogarty, R.J. & Pete, B.M. (2017). *From staff room to classroom: A guide for planning and coaching professional development* (2<sup>nd</sup> ed.). Corwin: Thousand Oaks, Calif. ISBN-10: 1506358276, ISBN-13: 978-1506358277

### Grading Policies

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1. No late assignment will be accepted after its due date without prior instructor consent.
2. 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.
3. Extra credit points are not available.
4. ***There are no I's (incompletes) for this class.***
5. After 11:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
7. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

#### Grading Scale

100-90% equate to an A  
89-80% equate to a B  
79-70% equate to a C  
69-60% equate to a D  
59-50% or less receive an F

"Cs" are not accepted in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will delay completion of the program as the program is sequential and the rotation must be followed.

# Syllabus ED6324-School Support Services

## Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

### Course Withdrawal

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The Last day to drop this course with a 'W' (no refund) is Friday, June 20, 2025. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status. Please consult the [SRSU Academic Calendar](#) for a listing of all important dates.

### Distance Ed (Web-course) Non-Participation Statement

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Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of "F". Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor's participation guidelines stated in the syllabus.

### Libraries

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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/](http://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](mailto: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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

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.

### Format Requirements for Submittals

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All formal paper submissions must be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA guidelines. Specifically, you must ensure that you adhere to the following: 1) 12-point font size; 2) consistent font style throughout paper; 3) double space between each line of text; 4) 1-inch margins on all borders; 5) pages numbered; 6) section and sub-section formatted to APA guidelines; 7) a references page as a separate page at the end of the document; 7) correct formatting of in-text citations.

# Syllabus ED6324-School Support Services

## Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

### Academic Integrity

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Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

### SRSU Distance Education Statement

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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 a 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 in the [student handbook](#).

### Blackboard and Online Access

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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. Students will meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera. Click on these links to request assistance with [Blackboard](#) or with [other technology and software](#) needs, such as Lobo Online or Microsoft Office 365.

### Supportive Statement

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My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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 contact me. I want to be a resource for you.

### Climate of Respect

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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

## Syllabus ED6324-School Support Services

Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on 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.

### Americans with Disability Act Statement (ADA)

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SRSU Accessibility 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### Counseling Services

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Sul Ross has partnered with [TimelyCare](#) where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

\*\*\*Course schedule and due dates are on the next page.

# Syllabus ED6324-School Support Services

## Summer 2025, 1<sup>st</sup> 8 - Weeks: 5/28/2025 – 7/2/2025

**Course Schedule:** All assignments must be submitted in Blackboard before 10:59pm in your time zone.

Module 1-Professional Development & Implementation Plan – Pillar 8	Items to Submit	Due Date and Point Values
<b>Mod1 Assn1</b> Professional Development (PD) Plan and Calendar	<ul style="list-style-type: none"> <li>TIP with PD Plan and Calendar</li> <li>TEMPLATE #5: PD PROCESS</li> </ul>	Sunday, June 8, 2025 100 points
<b>Mod1 Assn2</b> Designing Engaging Professional Development (PD)	<ul style="list-style-type: none"> <li>PD Plan and Agenda Template</li> <li>PD PPT Presentation</li> <li>Teacher-created exemplar</li> <li>Drafts of PD Handouts/Materials</li> </ul>	Sunday, June 8, 2025 200 points
Module 2-Basic Funding & Budget Planning	Items to Submit	Due Date and Point Values
<b>Mod2 Assn1</b> Texas School Finance System	<ul style="list-style-type: none"> <li>Take quiz in Blackboard before due date.</li> </ul>	Sunday, June 15, 2025 100 points
<b>Mod2 Assn2</b> The Budget Process	<ul style="list-style-type: none"> <li>Critical Analysis of Interview Paper</li> <li>Interview Protocol</li> </ul>	Sunday, June 15, 2025 100 points
Module 3-Recruitment, Selection, Placement & Induction – Pillar 6	Items to Submit	Due Date and Point Values
<b>Mod3 Assn1</b> Recruitment and Selection Plan	<ul style="list-style-type: none"> <li>RECRUITMENT &amp; SELECTION PLAN with attachments</li> <li>HR Interview summary report, questions &amp; answer sheet, contact information and date and time of interview</li> </ul>	Sunday, June 22, 2025 100 points
Module 4 – School Facilities	Items to Submit	Due Date and Point Values
<b>Mod4 Assn1</b> School Facilities	<ul style="list-style-type: none"> <li>Paper on Texas facility funding</li> <li>Appraisal Form Completed</li> <li>Appraisal Report highlighting areas in need of repair, maintenance and construction (for this year and upcoming year)</li> <li>Include table</li> </ul>	Sunday, June 22, 2025 100 points
Module 5 – Transportation Services	Items to Submit	Due Date and Point Values
<b>Mod5 Assn1</b> Transportation Services	<ul style="list-style-type: none"> <li>3 Article Critiques with Appendices containing links to the articles</li> <li>Transportation Director Interview Report, with questions and answers, and contact information</li> </ul>	Sunday, June 29, 2025 100 points
Module 6- Food Services	Items to Submit	Due Date and Point Values
<b>Mod6 Assn1</b> Food and Nutrition Services	<ul style="list-style-type: none"> <li>Report on Food Director interview, with questions and answers, and contact information</li> </ul>	Sunday, June 29, 2025 100 points
Module 7 Update Portfolio	Items to Submit	Due Date and Point Values
<b>Mod7 Assn1</b> Add to Portfolio PPT	<ul style="list-style-type: none"> <li>Link to updated Portfolio PPT</li> </ul>	Wednesday, July 2, 2025 100 points