Syllabus | ED6324 School Support Services
FALL 2025: October 20, 2025 – December 10, 2025

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Vision Statement Sul Ross Educational Leadership Program

ED6324 School Support Services examines the comprehensive role of human resources, 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, nutrition services, and the professional development of public-school employees.

Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:
1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward-thinking instructional leaders
3. Prepare graduates to research, analyze, and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students to serve the needs of the educational community

Course Description

This course provides candidates with the mastery of being a curriculum specialist, offering an in-depth understanding of the entire change process. Candidates will finalize their implementation and monitoring plan and master the pre-, post-, and observation cycles to assist with monitoring the implementation. Candidates must have ready access to the Internet for this course.

Course Outcomes

By the end of this course, candidates will be able to:
- Demonstrate mastery of the curriculum specialist role by designing, implementing, and monitoring school improvement initiatives that align with TEKS, campus goals, and student achievement data.
- Apply leadership and human capital strategies by conducting teacher observations, providing effective feedback, and designing professional development that supports teacher growth and improves student outcomes.
- Evaluate and manage school operations and resources by preparing and analyzing budgets, aligning resources with campus goals, and ensuring compliance with policies related to facilities,

nutrition, and transportation.
- Develop and implement systems of continuous improvement by using data analysis, pre- and post-assessments, and observation cycles to monitor instructional practices and adjust implementation plans.
- Communicate and collaborate effectively with stakeholders by creating professional written documents, conducting interviews, facilitating meetings, and employing strategies that promote a positive school culture and shared accountability.
- Examine and apply theories of change management and organizational leadership to lead collaborative decision-making, build resilient school communities, and sustain long-term improvement efforts.

Student Learning Outcomes

By the end of this course, candidates will be able to:
- Analyze and explain the roles of school administrators in managing human resources, logistics, time, curricula, facilities, and finances.
- Evaluate and apply the guiding principles of human resources, budgeting, and financial management to case studies involving resource allocation.
- Assess and propose strategies for improving human resource functions, including recruitment, selection, placement, compensation, induction, mentoring, and staff development.
- Summarize and apply current rules and regulations related to student nutrition, transportation, and facility management in compliance-based scenarios.
- Prepare and critique a sample school budget, identifying multiple sources of district and campus funding.
- Demonstrate critical thinking and professional communication by conducting mock interviews, providing constructive feedback, and producing written documents in a professional format.

Program Objectives/TExES Domains/Competencies & Principal Standards
TExES 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 a professional development program 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.
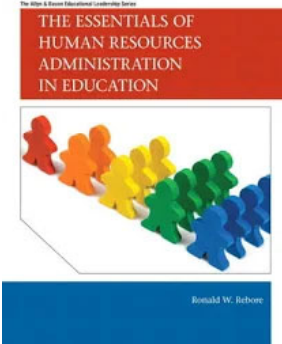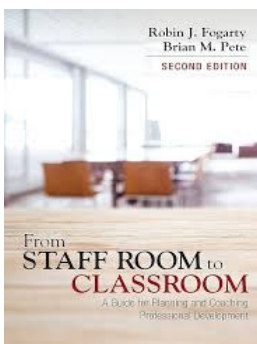
Marketable Skills:
Students will be able to
- communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc., to an array of audiences, including internal and external stakeholders.
- gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
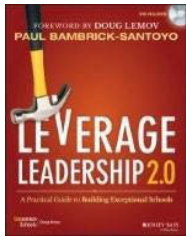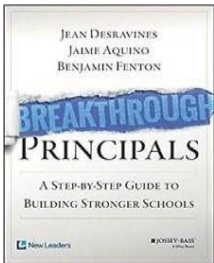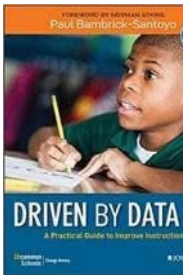- Exercise administrative leadership to ensure resource management, policy

implementation, and coordination of organizational operations in an ethical manner.

Required Texts

You will need Microsoft Word and the following texts and materials. You will use these last three textbooks in all your other courses, so we recommend buying them and not sell them until after you finish the program and complete testing.

New Text for this Course	**Recommended Text**
Rebore, R. W. (2011). *The essentials of human resource administration in education* (1st ed.). NY: Prentice Hall.	Fogarty, R.J. & Pete, B.M. (2017). *From staff room to classroom: A guide for plannin and coaching professional development (2nd ed.).* Corwin Thousand Oaks, Calif. ISBN-10: 1506358276, ISBN-13: 978-1506358277

Required Texts (from previous courses)

Bambrick-Santoyo, P., Lemov, D. (2018). *Leverage leadership 2.0: Practical guide to building exceptional schools* (2nd ed.). San Francisco, CA: Jossey-Bass.	Desravines, J., Aquino, J., & Fenton, B. (2016). Breakthrough principals: A step-by-step guide to building stronger schools. Jossey-Bass.
Bambrick-Santoyo, P. (2019). D*riven by data 2.0: A practical guide to improve instruction.* San Francisco, CA: Jossey-Bass. ISBN-10: 1111952475 CA: Jossey-Bass. ISBN- 10: 1118801172' ISBN-13: 978-1118801178	RECOMMENDED TEXT: American Psychological Association. (2020). Publication manual of the American Psychological Association. (vii ed.) Washington, DC: American Psychological Association.

Internet Web Resources

The sources below are only convenient starting points for your Internet-based research. You are expected to locate professional, **peer-reviewed** publications as reference material on papers submitted in this class.

Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator's Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development

Collection, WorldCat, WorldCat Dissertation & Theses.

Format Requirements for Submittals

All submittals must be professional papers. Do not
submit your assignments in a "homework" or "school assignment" format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA.

A title page is not necessary. Put a single-spaced heading in the top left corner of the first page that only provides: student name, date, assignment name, and number. Also, put your name and the assignment number in the document's file name. (To do this, click on "Save as" and under "File name" put your name and assignment number.)

Academic Integrity

All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole or another course and/or professor.
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a score of zero for the assignment, with no option to redo it for credit.

Use of Generative Artificial Intelligence (AI)

The student should fully prepare all assignments. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please do not hesitate to contact me.

Supportive Statement

I aim to create a learning environment that supports diverse perspectives and experiences for my students. I understand that the recent pandemic, economic disparity, 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 come and talk with me. I want to be a resource for you.

Assignments

Your course grade is calculated by summing scores. Assignments do not all have the same points. It is recommended that you review all assignments before beginning, as some require interviews that you should arrange at once. The specific instructions for each assignment are found in the Assignment sections of the Blackboard course.

Course Schedule

All assignments must be submitted in Blackboard before 11:59pm Central Time.

Week / Dates	Module & Assignment	Due Date (Sunday)	Points
Week 1 (Oct 20 – Oct 26)	Module 1 – Professional Development & Implementation Plan • Mod1 Assn1: PD Plan & Calendar	Oct 26 (Sun)	100
	Module 1 – Professional Development & Implementation Plan • Mod1 Assn2: Designing Engaging PD		200
Week 2 (Oct 27 – Nov 2)	Module 2a – Basic Funding & Budget Planning • Mod2 Assn1: Texas School Finance Quiz	Nov 2 (Sun)	100
Week 3 (Nov 3 – Nov 9)	Module 2 b– Basic Funding & Budget Planning • Mod2 Assn2: The Budget Process	Nov 9 (Sun)	100
Week 4 (Nov 10 – Nov 16)	Module 3 – Recruitment, Selection, Placement & Induction • Mod3 Assn1: Recruitment & Selection Plan	Nov 16 (Sun)	100
Week 5 (Nov 17 – Nov 23)	Module 4 – School Facilities • Mod4 Assn1: School Facilities Paper & Appraisal Report	Nov 23 (Sun)	100
Week 6 (Nov 24 – Nov 30)	Module 5 – Transportation Services • Mod5 Assn1: Transportation Services Report & Critiques	Nov 30 (Sun)	100 100
	Module 6 – Food Services • Mod6 Assn1: Food & Nutrition Services Report		
Week 7 (Dec 1 – Dec 7)	Module 7 – Portfolio Update • Mod7 Assn1: Updated Portfolio PPT (final submission)	Dec 7 (Sun)	100

This syllabus serves as a guide for the course and is subject to change at the instructor's discretion. Any changes will be communicated in a timely manner.

"C"s are not accepted in the Educational Leadership Program. If a student earns a "C" in this course, they must repeat the course to stay in the program. See the Student Handbook for more information on GPA and probation status.

It is the student's responsibility to ensure they are officially enrolled in this course. If, at any point, you decide to drop the class, it is *your* responsibility to drop officially. Any student who stops participating in the course and does not officially withdraw from it will receive an "F" as their semester grade. **Tuesday, November 25, 2025, is the LAST DAY to DROP this course without creating an academic record!**

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 (incompletes) for this class.
6. After 11:59 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 Discussion Board or complete any assignment may not pass this course. **THERE ARE NO OPTIONALASSIGNMENTS and no makeup assignments.**

Advice

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.

Attendance

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

This is a Web Delivered class. However, the guiding principles of the Sul Ross Absences/Class Attendance Policy are still relevant. Read the policy and note especially the last phrase in the last sentence. If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. However, remember that the ultimate responsibility is yours. When in doubt, err on the side of caution. You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non-participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Conduct

Academic honesty is expected in all work. Violations will result in course failure. Use of good "Netiquette" is essential in an online environment. Please observe the following rules of common courtesy:

a. Check the course website frequently and respond appropriately and on subject.
b. Focus on one subject per message and use pertinent subject titles.
c. Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!

d. Be professional and careful with your online interaction. Remember that you must be comfortable with your statements if they were published on the front page of the local newspaper.
e. Cite all quotes, references, and sources.
f. Never forward someone else's messages without his/her permission; this is extremely rude.
g. Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
h. All discussion postings should be of top quality, on time, and rich in text.

The above "netiquette" guidelines were adapted from Rinaldi, A. (1994) <u>The Net User Guidelines and Netiquette</u>, Florida Atlantic University, available from Netcom.

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 in the student handbook.

ADA Statement

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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. INT students can also contact Alejandra Valdez, at 830-758-5006 or email 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

Sul Ross has partnered with TimelyCare, where all SR 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.

Library Information

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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. 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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Course & Learning Outcomes Alignment to Assignments

This matrix aligns the Course Outcomes and Student Learning Outcomes (SLOs) with the major assignments in the course to demonstrate how learning is assessed.

Course Outcomes	Aligned Student Learning Outcomes	Assignments / Modules
1. Demonstrate mastery of the curriculum specialist role by designing, implementing, and monitoring school improvement initiatives	• Analyze and explain the roles of administrators in managing HR, time, curricula, facilities, finances.	Mod1 Assn1: PD Plan & Calendar Mod1 Assn2: Designing Engaging PD Mod3 Assn1: Recruitment & Selection Plan
2. Apply leadership and human capital strategies by conducting teacher observations, providing feedback, and designing PD	• Assess and propose strategies for improving HR functions (recruitment, selection, placement, induction, staff development).	Mod1 Assn2: Designing Engaging PD Mod3 Assn1: Recruitment & Selection Plan Mod7: Portfolio Update
3. Evaluate and manage school operations/resources by preparing budgets, aligning resources, ensuring compliance	• Evaluate and apply guiding principles of HR, budgeting, financial management. • Prepare and critique a sample school budget. • Summarize and apply rules for facilities, nutrition, transportation.	Mod2 Assn1: Texas School Finance Quiz Mod2 Assn2: Budget Process Paper Mod4 Assn1: School Facilities Report Mod5 Assn1: Transportation Services Report Mod6 Assn1: Food Services Report
4. Develop and implement systems of continuous improvement (data analysis, pre/post assessments, observation cycles)	• Evaluate guiding principles of budgeting and HR. • Apply compliance-based strategies.	Mod1 Assn1: PD Plan & Calendar Mod1 Assn2: Designing Engaging PD Mod2 Assn2: Budget Process Paper
5. Communicate and collaborate effectively with stakeholders (written docs, interviews, meetings)	• Demonstrate critical thinking and professional communication (mock interviews, feedback, professional documents).	Mod2 Assn2: Budget Interview Protocol & Paper Mod3 Assn1: HR Interview Report Mod5 Assn1: Transportation Director

		Interview Mod6 Assn1: Food Director Interview
6. Examine and apply theories of change management and organizational leadership	• Summarize and apply rules & theories related to leadership, culture, and school change.	Mod1 Assn1: PD Plan & Calendar Mod1 Assn2: Designing Engaging PD Mod7: Portfolio Update

Alignment to TExES Principal Competencies

The following table illustrates how the Course Outcomes and corresponding assignments support the TExES Principal Competencies across Domains III–V.

TExES Domain / Competency	Description	Aligned Course Outcomes & Assignments
Domain III – Human Capital Competency 5 & 6	Provide feedback, coaching, and PD to staff; promote teaching excellence through selection, placement, retention.	Course Outcomes 1 & 2 Assignments: Mod1 Assn1, Mod1 Assn2, Mod3 Assn1, Portfolio Update
Domain IV – Executive Leadership Competency 7 & 8	Develop stakeholder relationships; employ communication strategies; improve outcomes through collaboration and change management.	Course Outcomes 5 & 6 Assignments: Mod1 Assn1, Mod1 Assn2, Mod2 Assn2, Mod3 Assn1, Mod7 Portfolio
Domain V – Strategic Operations Competency 9 & 10	Align goals with school vision; manage resources, implement policy, and coordinate operations (facilities, nutrition, transportation).	Course Outcomes 3 & 4 Assignments: Mod2 Assn1, Mod2 Assn2, Mod4 Assn1, Mod5 Assn1, Mod6 Assn1

References

Bambrick-Santoyo, P. (2018). *Get better faster: A 90-day plan for coaching new teachers.* San

Francisco, CA: Jossey-Bass.

Bambrick-Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional

schools.* San Francisco, CA: Jossey-Bass.

Texas Education Agency. (2014). *Texas principal standards.* Retrieved from

https://tea.texas.gov/texas-educators/educator-standards-and-testing/texas-principal-

standards

Texas Education Agency. (2018). *TExES principal as instructional leader (268) exam framework.* Retrieved from https://tea.texas.gov/texas-educators/educator-standards-and-testing/texes-preparation-manuals

Texas Education Agency. (2017). *Texas essential knowledge and skills (TEKS).* Retrieved from https://tea.texas.gov/academics/curriculum-standards/texas-essential-knowledge-and-skills

Texas Education Agency. (2018). *Principal as instructional leader certification blueprint.* Retrieved from https://tea.texas.gov/texas-educators/educator-certification/certification-exams