



**East Texas A&M University
EDAD 561
Effective Campus Leadership
Fall 2025 Semester**

INSTRUCTOR INFORMATION

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Preferred Form of Communication: Email, Text

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Theoharis, Scanlon. (2020) *Leadership for Increasingly Diverse Schools* (3rd Ed.). Routledge. ISBN: 978-0-3674-0460-4
2. Spradlin, Lynn Kell. (2012). *Diversity Matters: Understanding Diversity in Schools* (2nd Ed.). Cengage Learning. ISBN: 978-1-1113-4167-1
3. Kemp-Graham, Kriss. (2014). *Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership*. NCPEA Publications. ISBN: 978-1-4951-1151-8

Course Description

The purpose of this course is to examine social variables impacting learning in PK-12 education systems at the state, national and international levels. Emphasis will be placed on developing campus leaders who provide ethical leadership through advocacy for children; ensure student access to effective educators, programs, and services; and create a positive and collaborative educational environment among all campus and community stakeholders.

Student Learning Outcomes

Students will be challenged and expected to:

1. Demonstrate, through the satisfactory completion of all coursework, an understanding of the knowledge, skills, and dispositions required of the Texas Principal to establish and sustain a shared vision and culture of high expectations for all staff and students, as evidenced by the leader's ability to leverage school culture to drive improved academic and behavioral outcomes.
2. Demonstrate, through the satisfactory completion of all coursework, an understanding of how Texas school leaders promote student success by acting with integrity, fairness, and in an ethical manner, while fostering awareness of diverse learning needs, differences in background, and building an inclusive school environment that supports every student.
3. Demonstrate, through the satisfactory completion of all coursework, an understanding of how effective campus leaders apply knowledge of ethical and legal guidelines to advance student learning, advocate for children's needs, and support the continuous development of all learners within a collaborative and legally sound educational setting.

ALIGNMENT TO TAC PRINCIPAL STANDARDS AND SBEC TEXES COMPETENCIES

SBEC and TExES Competency 011 – *The entry-level principal demonstrates the ability to lead ethically by advocating for all children and ensuring equitable access to high-quality educators, instructional programs, and student services.*

Domain VI — Diversity

Competency 011: The beginning principal demonstrates ethical leadership by championing the needs of all students and ensuring they have access to qualified educators, meaningful programs, and supportive services.

Establishes and enforces policies requiring all staff to adhere to the Educators' Code of Ethics (TAC Chapter 247)

- Exemplifies and fosters high standards of conduct, ethical practice, and integrity in all actions and decisions
- Advocates for every child by promoting the continual, developmentally appropriate growth of all learners across the school community
- Designs and implements systems to ensure every student has consistent access to effective teaching and ongoing learning opportunities
- Encourages a campus-wide culture that values diversity and promotes equity and inclusion
- Oversees and supports student-centered programs (e.g., guidance, counseling, health services) that meet the varying academic, social, and emotional needs of all learners
- Applies federal and state legal frameworks (e.g., special education, bilingual services, confidentiality, and anti-discrimination laws) to uphold the rights of students and staff and to foster improved learning outcomes

TAC Rule §149.2001 – Principal Standard 4: School Culture

Standard 4 – The Principal fosters and maintains a unified school vision and cultivates a culture of high expectations for all students and staff.

(A) Knowledge and Skills

Effective cultural leaders:

- Use school culture as a strategic tool to enhance academic outcomes and promote high expectations
- Create and uphold a collective vision of excellence for all students, using this vision to guide school priorities and decisions
- Set clear and consistent behavioral and academic expectations, delivering constructive feedback to build a respectful, supportive campus climate
- Prioritize students' social-emotional development, helping them build resilience and self-advocacy
- Engage families as essential partners in the learning process, ensuring two-way communication and ongoing updates on student progress; build authentic opportunities for family and community engagement

In highly effective school cultures, staff are unified around a shared vision, maintain high expectations for every learner, and take ownership of school-wide norms. Teachers routinely communicate with families, support one another's efforts, and collaborate across classrooms. Community members are welcomed as active contributors to school success.

(B) Indicators

- **Shared Vision of Achievement** – The principal crafts and carries out a collaborative vision grounded in high expectations for both students and staff
- **Culture of High Expectations** – The principal consistently sets, monitors, and reinforces clear expectations for behavior and performance, while embedding SEL supports
- **Family and Community Engagement** – The principal creates intentional, inclusive systems for partnering with families and engaging the broader community in student learning
- **Safe and Supportive Environment** – The principal fosters a secure, respectful setting that prioritizes the emotional, physical, and academic well-being of all stakeholders
- **Effective Discipline Systems** – The principal ensures orderly conduct across the campus through fair, differentiated strategies that address individual student needs

COURSE ASSIGNMENTS

Assignment A-Discussion Board (4)

30% of Course Grade

The discussion forums in this class are designed for master's-level scholarly dialogue centered on real-world school leadership challenges. You will engage in conversations that connect course readings, standards, and leadership competencies—specifically the TAC Principal Standards and SBEC TExES Competencies—to practical leadership scenarios. As an aspiring Texas school leader, you will reflect on how these standards guide decisions around instructional leadership, student support, and collaborative campus culture. All posts must be rooted in assigned texts or credible external sources, and APA formatting is required. Please avoid attaching documents in the discussion board—post your response directly in the forum.

Assignment B-Case Study Responses (2)

School Leader Role Playing | 30% of Course Grade

In this course, you will complete one case study drawn from *Preparing for School Leadership in Texas: Mastering Principal Competencies and Challenges of 21st Century Leadership*. These scenarios highlight challenges related to social and instructional variables that impact student outcomes—such as language barriers, economic hardship, or gaps in instructional access. You will take on the role of a campus leader responding to these issues using relevant leadership frameworks. This is your opportunity to apply ethical, effective leadership by drawing on theory, standards, and strategic problem-solving aligned to course readings and competencies.

Assignment C-Leadership Reflection Journal

40% of Course Grade

Students will be provided with a case study to review and analyze. Critical analysis will be conducted as described below.

Purpose:

Develop a habit of continuous professional reflection as you engage with course materials, leadership challenges, and your evolving understanding of ethical and culturally responsive school leadership.

Description:

Throughout the course, you will maintain a Leadership Reflection Journal consisting of 5 entries (approximately 300–400 words each). Each entry will respond to prompts related to the course content, your observations of leadership in practice (real or hypothetical), or personal growth as a campus leader. These reflections encourage you to connect theory with practice and articulate your developing leadership philosophy.

Prompts will be shared in the D2L online classroom.

Submission:

Submit your journal as a single document via D2L at designated checkpoints (e.g., after Modules 3, 5, 7, 9, and 11). Each entry should be labeled and dated.

Assessment Criteria:

- Depth of reflection and critical thinking
- Connection to course standards and readings
- Clarity, organization, and professionalism
- Consistent submission and adherence to word count

Instructional Methods

Universal design for learning is an instructional framework based on the concept of being inclusive of all learners thus reducing barriers. Combining different pedagogical styles, including:

- Problem based learning in which students will engage in pillar projects that require study of a school problem to determine viable solutions
- Independent study
- Cooperative Group work and discovery
- Lecture
- Hands-on

Student Responsibilities or Tips for Success in the Course

1. Completion of all work on time.
2. Read and reread all assigned materials to gain knowledge and understanding.
3. Ask questions if you don't understand.
4. Inform instructor if you will be out or if circumstances arise that keep you from fulfilling your obligations.
5. Always find a study group or study partner.

Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully in all activities and assignments to maximize their learning experience. This web-based course will be made up of several learning activities including (but not limited to) lecture notes and clarification, reflection activities, individual learning activities, and written papers. Students must be prepared to lead and/or enter discussions, ask relevant questions, and share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%

F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

*Please Note: While students may receive numerical grades for various assignments listed in the syllabus based on the criteria provided by the instructor and which contribute to an overall grade average represented in the breakdown listed above, these grades are to provide feedback to students and to guide the instructor in assessing student work. The final grade awarded for the course, however, will be at the sole discretion of the instructor. **No late work will be accepted.** **Any work submitted in D2L will be considered your final product and can be graded before the deadline.***

TECHNOLOGY REQUIREMENTS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

- <http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>
- <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

- <http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
- <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

AI use policy

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited at East Texas A&M University. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.etamu.edu/counsel**