EDAD 561
Effective Campus Leadership

Fall 2025 Semester

INSTRUCTOR INFORMATION

Instructor: Nancy Bernardino, Ed.D.
Office Location: Virtual
Virtual Office Hours: By Appointment
Personal Cell Phone: 214-293-7925
University Email Address: Nancy.Bernardino@etamu.edu
Preferred Form of Communication: Email, Text

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
1. Theoharis, Scanlan. (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. *Preparing for School Leadership in Texas: Mastering the Principal Competencies and Challenges of 21st Century School Leadership.* NCPEA Publications

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 skills and dispositions required of the Texas Principal to establish and implement a shared vision and culture of high expectations for ALL staff and students as evidenced by the school leaders' ability to leverage school culture to drive improved outcomes and create high expectations for ALL.

2. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas Principal to promote the success of ALL students by acting with integrity and fairness and in an ethical manner by promoting awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community.

3. Demonstrate through the satisfactory completion of all coursework an understanding of the skills and dispositions required of the Texas School Principal to act with integrity, fairness and in an ethical and legal manner by applying knowledge of ethical issues affecting education; applying legal guidelines to improve learning opportunities; serving as an advocate for all children and promoting the continuous and appropriate development of ALL students.

<div align="center">

ALIGNMENT TO TAC PRINCIPAL STANDARDS
AND SBEC TEXES COMPETENCIES

</div>

SBEC and TExES Competencies 011-- The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

TExES 268
DOMAIN VI — ETHICS, EQUITY, AND DIVERSITY
Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
- Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)

- Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities

TAC Rule §149.2001--Principal Standards 4-School Culture
Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
Knowledge and skills.
(i) Effective culture leaders:
(I) leverage school culture to drive improved outcomes and create high expectations;
- (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
- (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
- (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

Indicators.
(i) Shared vision of high achievement. The principal develops an implements a shared vision of high expectations for students and staff.
(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
(iii) Intentional family and community engagement. The principal engages families and community members in student learning.
(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

COURSE ASSIGNMENTS

Assignment A-Discussion Board (4)

40% of Course Grade

The discussion forums in this class are designed for master's level scholarly discussions of the application of school leadership theory to practice that should be guided by TAC Principal Standards and SBEC TExES Competencies aligned to this course. Students are expected to respond from the perspective of a novice Texas school leader guided by the TAC Standards, instructional materials provided throughout this course/program and applicable outside resources. All discussion board posts should be supported by the readings assigned during the week or other outside readings. Remember, you must use APA citation formatting when posting (All posts). Please refer to your APA Manual. Citation of your sources are required for ALL posts. Please do not attach documents in the discussion board.

Assignment B-Case Study Responses (2)

School Leader Role Playing

30% of Course Grade
In this course you will be assigned (1) case study to review from the Preparing for School Leadership in Texas: Mastering Principal Competences and Challenges of 21st Century Leadership textbook that will focus on issues of race, class, culture, poverty, ethnicity, and other factors that impact learning of traditionally marginalized students. It is important that you review all artifacts provided in the case. This is your opportunity to demonstrate your understanding of how theory links to practice.

Assignment C-Pillar Assignment-Final Project

30% of Course Grade

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

Assignment D-Final Project

80% of Final Project Grade

What does the Project entail? Bambrick-Santoyo (2018) presented a detailed blueprint inclusive of seven key principles also known as Levers for use by both emerging and veteran leaders to build successful schools. The activities required for this task have been designed for aspiring school leaders to demonstrate their knowledge, skills, and mindsets in providing ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. Students will be required to review and analyze a comprehensive peer reviewed case

Peer Review of Final Project

(20% of Final Project Grade)
• Directions will be provided in course shell on D2L.

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 has
been successfully implemented for the adult learning in courses I have taught; therefore, I will
continue using:

• 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

Further, for the adult learner, most want to understand the 'why' behind what is being taught and
learned. I will recognize their successes and use the science of andragogy to guide my
instruction. In my courses there will be a blend of:

• Social Constructivism – blending student-centered and teacher-guided instruction
• Constructivism – projects and assignments in which students create their own learning

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 haveprepared).

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. <u>No late work will be accepted. Any work submitted in D2L will be considered your final product and can be graded before the deadline.</u>

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:

Course Specific Procedures/Policies for Online Communication

Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other's learning.

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.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.as

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

East Texas A&M Attendance
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
- http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity
Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all 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.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Student Academic Dishonesty Form
- http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf
- http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

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
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.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

East Texas A&M 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 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 and East Texas A&M 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.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf
- Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.tamuc.edu/counsel

AI use policy [Draft 2, May 25, 2023]

East Texas A&M 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