Please click on the following link to access ETAMU Covid 19 Information,
https://new.tamuc.edu/coronavirus/

EDAD 628 (Fall 2025 - B91)
School District CEO Leadership: The Superintendent
(Region 10 Superintendent Cohort)

COURSE SYLLABUS: Fall 2025

Instructor Information

Instructor: Teresa Farler, Ed.D.
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Office Hours: Virtual upon request
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Office Phone: (903) 886-5520 (EDAD Main Office at ETAMU)
University Email Address: Teresa.Farler@etamu.edu
Preferred Form of Communication: Please use the University email address for all communication – Teresa.Farler@etamu.edu
Communication Response Time: Email will be answered within 24 hours
Additional Assistance: Instructor is also available prior to the weekly class and after the weekly class.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Harris, Sandra, Ballenger, Julia, & Mixon, Jason. (2016*). Standards-based leadership: A case study book for the superintendency* (2nd Edition). Rowman & Littlefield Publishers: Maryland. ISBN 978-1-4758-2078-2 **(Required)**

Mometrix Test Preparation – TExES Superintendent (195) Secrets Study Guide. (2022). ISBN 978-1-62733-178-4 **(Required)**

American Psychological Association. (2020). Publishing manual of the American Psychological Association (7th ed.). Washington, DC: Author. **(Required)**

Suggested Books:

Web Sites:

American Association of School Administrators at www.aasa.org.

Texas Association of School Administrators at www.tasanet.org.

Texas Education Agency at www.tea.state.tx.us

TExES Preparation Materials, Registration and Test Dates at http://www.texes.nesinc.com/

Description
The purpose of this EDAD 628 hybrid course is to study the basic functions, duties responsibilities and current problems confronting practicing school superintendents. Consideration is also given to administrative theories, organizational behavior, community relations, and relations with the school board. This course mirrors EDAD 611 and are taught concurrently.

Prerequisite: Principal certification and admission into the superintendent certification or doctoral program. Prerequisite courses are EDAD 620, EDA 627, and EDAD 651.

Co-requisite: Enrollment in EDAD 611
The course will be designed to meet the TExES Competencies for the Superintendent Certificate in three domains:
- Leadership of the Education Community
- Instructional Leadership
- Administrative Leadership

Student Learning Outcomes
This course will afford the student the opportunity to enhance her/his knowledge and experiences, the opportunity to strengthen his or her qualifications, and the opportunity to prepare for the superintendent certification test. The student should be able to:

1. Demonstrate administrative skills, techniques, and theory by examining and evaluating case studies.
2. Identify leadership styles that will affect administration of a school district.
3. Identify the components of vision statement and the methods of vision casting.
4. Reveal their organization understanding and develop a professional action plan.
5. Identify the components of a district improvement plan and illustrate the plans development and implementation.
6. Identify the elements of TAPR and other TEA Reports and demonstrate usage of this information.
7. Explain the elements of communication and collaboration and state how these are integrally important to the administration of a school district.

8. Demonstrate the ability to conduct a self-assessment and identify one's strengths and weaknesses.
9. Understand the governance model of working with school board Members and the communication, collaboration, and strategic conversations necessary for strong Superintendent/Board relations
10. Understand the interview process, components of the contract, and the entry plan for a new superintendent.

The content of the course will be organized to develop The Superintendent as CEO of a Learning Organization.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is a hybrid course which meets face to face each week and uses a web-based learning management system. The course relies heavily on written responses, class participation and interaction, and discussion. It is problem-based and inquiry-oriented course. Learning in this course will take place as a result of in class discussions and presentations, online discussion boards, lectures/power-point presentations, readings and concentrated study, and participation in intensive group learning exercises via face to face and online venues.

Assignments include a series of written responses to readings and online discussions. The readings cannot be neglected. It is important that you set aside time to read and digest the readings before you write or participate in discussion boards.

A wide variety of instructional methods will be used to provide students with meaningful learning experiences. Some of these will include focused discussions, written reflections, problem-solving activities, case studies, independent research, and the direct teaching model. Evaluation will be based upon successful completion of each of the performance expectations.

Course Topics
As an overview, the course will cover these topics.

Domain I — Leadership of the Educational Community

Competency 001: The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

Competency 002: The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.

Competency 003: The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.

Competency 004: The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district's educational vision.

Domain II − Instructional Leadership

Competency 005: The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.

Competency 006: The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.

Competency 007: The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

Domain III — Administrative Leadership

Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.

Competency 009: The superintendent knows how to apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment.

Competency 010: The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

Superintendent Standards

Superintendent Standard I

Learner-entered Values and Ethics of Leadership: A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

Superintendent Standard II

Learner-Centered Leadership and School District Culture: A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Superintendent Standard III

Learner-Centered Human Resources Leadership and Management: A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development and applies the legal requirements for personnel management.

Superintendent Standard IV

Learner-Centered Policy and Governance: A superintendent is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context and by working with the board of trustees to define mutual expectations, policies and standards.

Superintendent Standard V

Learner-Centered Communications and Community Relations: A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

Superintendent Standard VI

Learner-Centered Organizational Leadership and Management: A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations and resources for a safe, efficient and effective learning environment.

Superintendent Standard VII

Learner-Centered Curriculum Planning and Development: A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

Superintendent Standard VIII

Learner-Centered Instructional Leadership and Management:
A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

Artificial Intelligence

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

Assignments/projects:

During the course of study, students will submit assignments/projects as follows:

Case Studies: These assignments will use five case studies selected from the Standards-Based leadership book. Students will write a reflective analysis of each case study within the framework of the major competencies and Texas Leadership Standards for the superintendent certification. Guiding questions for discussion posts will allow the student to demonstrate leadership level thinking, processing, and profound knowledge. The reflective analyses assignments will be uploaded as directed in the course module.

> Learning Outcomes- 1, 5, 7, and 9
> Various assignments will be used for evaluation

Texas Education Agency Data: Student will utilize TEA data for the following data tools:
School Report Card,
School district accountability data
School district funding reports
Tax Rate data
TEA sources and data will be used to complete assignments. Students will demonstrate skills of data collection, synthesis, and presentation.

> Learning Outcomes- 2, 6, 7, and 9
> Various assignments will be used for evaluation

Leadership Activities: Using the Baldrige Organizational Profile for Self-Assessment and Action Planning, the District Improvement (Strategic) Plan, the Texas Academic Performance Reports (TAPR); prepare a vision statement and an action plan you would follow as the superintendent. In addition, five leadership development activities have been developed to deepen skills and provide real world application.

> Learning Outcomes- 2, 3, 4, 6, 7, and 8
> Assessment for Assignment

District Governance
School and Community Communication
Leadership Development
Texas University Interscholastic League policies and constitution/rule book which found on the UIL website https://www.uiltexas.org/

The instructor will utilize the Leadership Action Plan Rubric for the assessment. In addition, students will create a 90 Day Entry Plan for a vacant superintendent position using the knowledge and skills from the course.

Various assignments including discussions topics, journal, and in-depth written assignments are designed to synthesize the information from the Baldridge Leadership website, Superintendent vacancy websites, the TEA website and TEA documents.

Required Trainings

Students are required to complete TEA approved training in Dyslexia, Digital Literacy, and Mental Health (Supporting Mental Health in Schools). Each student is required to successfully complete each training and print a certificate showing successful completion of the training. This training is required as part of the successful completion of both EDAD 611 and EDAD 628. If students need any or all of these courses, contact the course instructor.

Discussion Board/Reflection:
Module lesson includes learning activities that may include small and large group discussion, reflection activities, and individual learning activities, and written papers. In order for this course to be beneficial, each student is expected to participate in online discussion, to ask relevant questions, and to share the results of their study and reflection. Consequently, each student is to be conscious of the class schedule and prepare to share with classmates in conversation and activities.

> Learning Outcomes – 1 - 9
> Assessment for Discussion Board Assignment – the depth and complexity of the initial post and the responses will be evaluated for the discussion topics. The synthesis of information and application of course knowledge and skills will be expected in the initial posts and responses.

Exams/Quizzes: Learning Outcomes – 1 through 9

1. Students will complete two quizzes (midterm quiz and final quiz).

   Assessment for Assignment: Mid-term quiz and final quiz

2. Departmental Exam - Students will take a 195-practice exam (Departmental Exam) early in the course. The practice exam will be used to determine the students' strengths and areas that need improvement in terms of the certification exam for superintendency (TExES 195 exam).

   Assessment for the departmental practice test: One quiz

3. Competency Exam -
    Superintendent Certification Program Students are required to take a Superintendent Certification Competency Exam upon the completion of the superintendent certification program courses. The purpose of this competency exam is to assess the knowledge and leadership skills required for the superintendency. Students must pass the Superintendent Competency Exam with an 80% or higher score.

    Assessment for the Competency Exam – 100 pts

Other Assignments: Due to the nature of the course, other assignments may be assigned for student learning and assessment.

Grading:

Grades will be determined on a total point basis as follows. NOTE - This list may be adjusted during the course. This list may be adjusted during the course.

Grades will be determined on a total point basis as follows:

Assignments	20 points depending on the assignment 19 total assignments	380
Leadership Profile	40 points	40
Superintendent Entry Plan	80 points each	80
Exams/Quizzes	Midterm Exam – 50 pts	50
Competency Exam	100 Points (1)	100
Total		650

 *This list may be adjusted during the course.

NOTE:

1. All three certification trainings (Digital Literacy, Dyslexia, and Mental Health in Schools) must be successfully completed to pass and receive credit for EDAD 628. The certificates must be uploaded in your TK20 practicum tool.

2. A competency exam is required for this course. Students will take this 4-hour exam, consisting of 50 random questions from a test bank. Credit will be awarded with a passage score of 80% or higher. Any score less than 80% will require the student to meet with the course instructor to complete a remediation plan.

If a student fails to demonstrate mastery of the Superintendent Certification program knowledge and skills via the competency exam, he/she will be denied credit for the EDAD 628 course regardless of the grades accrued during the course. Know that permission to take that state certification exam is scheduled for completers of the Superintendent Certification Program which includes EDAD 628.

Final Grade will be calculated as follows:

90-100	585-650	A	Excellent
80-89	520-584	B	Good
70-79	455- 519	C	Poor
60 - 69	390- 453	D	Unacceptable
Below 60	389 and below	F	Unacceptable

NOTES -

1. All three certification trainings (Digital Literacy, Dyslexia, and Mental Health in Schools) must be successfully completed to pass and receive credit for EDAD 628.

2. A competency exam is required for this course. Students will take this 4-hour exam, consisting of 50 random questions from a test bank. Credit will be awarded with a passage score of 80% or higher. Any score less than 80% will require the student to meet with the course instructor to complete a remediation plan.

3. If a student fails to demonstrate mastery of the Superintendent Certification program knowledge and skills via the competency exam, he/she will be denied credit for the EDAD 628 course regardless of the grades accrued during the course. Know that permission to take that state certification exam is scheduled for completers of the Superintendent Certification Program which includes EDAD 628.

4. The TK20 Practicum binder must be completed with all required documents in order to receive credit for EDAD 611 and EDAD 628.

TECHNOLOGY REQUIREMENTS

LMS

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_suppo rt.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@tamuc.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 ETAMU 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

Submitted assignments should not have been submitted for any previous courses.

Students are expected to submit all assignments no later than their due dates/times. Any assignment submitted past the due date/time (i.e., by the end of the day, TAMU-C time, of the respective due date) will receive a zero without exception unless an extension is approved by the instructor *in advance of the due date/time* (note: a request for an extension in advance of the due date/time does not mean an extension is approved; *explicit approval before the due date/time is required to avoid a zero*). Exigencies will be handled on a case-by-case basis.

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.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

ETAMU 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 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.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
AI Use Policy

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

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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@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServ ices/

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.

Civility Statement

East A&M University enhances civility and collegiality of administrators, faculty, staff, students, and guests through intentional acts of respect, trust, self- accountability, and collaboration. We recognize our strength is found in togetherness as we commit to kindness through one on one communication, fostering a healthy environment of conflict resolution and teamwork. The university is also committed to incorporating the tenets of civility in ways that do not silence traditionally marginalized voices.

Counseling Center

The Counseling Center at ETAMU, 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

East Texas A&M University Supports Students' Mental Health
The Counseling Center at ETAMU, 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**

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 and ETAMU 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/rulesProcedur es/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886- 5868 or 9-1-1.

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/ undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

COURSE OUTLINE / CALENDAR

This course is divided into modules that will open and close on specified dates. Successful completion will require attendance at weekly classes, participation, and submission of assignments each week. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document in the course. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

EDAD 628 (91B)– School District CEO

Leadership: The Superintendent COURSE CALENDAR- Fall 2022