



EDAD 556
Building Capacity for Powerful Learning
Fall 2026

INSTRUCTOR INFORMATION

Instructor: Mack Hines, Ed.D

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Office Hours: TBD (As needed upon request.)

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Preferred Form of Communication: Email

Communication Response Time: 24-48 Hours

The syllabus/schedule are subject to change.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Sorenson, R., & Goldsmith, L. (2009). *The principal's guide to managing school personnel*. Corwin Press. ISBN: 978-1-4129-6123-3.
2. Sorenson, R., & Goldsmith, L. (2018). *The principal's guide to school budgeting* (3rd. Ed.). Corwin Press. ISBN-13: 9781506389455
3. American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: American Psychological Association

Other suggested readings and websites will be provided during the course.

Description

EDAD 556. Building Capacity for Effective Learning. 3 Hours.

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students.

The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system. Prerequisites: EDAD 615.

Student Learning Outcomes

At the end of this course learners will be able to:

1. Evaluate the dynamics of personnel management and site-based leadership within the school setting.
2. Analyze and apply principles and procedures related to recruitment, retention, interviewing, professional development and supervision.
3. Examine the causes of and procedures for the suspension, transfer, reduction and dismissal of personnel.
4. Describe the standards related to human resources, budgeting and funding.
5. Manage the budgetary processes, practices and systems efficiently.
6. Prepare an analysis of the budgetary process as outlined in Financial Accounting System Resource Guide
7. Utilize the 20-digit FASRG expenditure codes in a simulation activity.
8. Discuss the basic school finance principles as related to the school district.

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Texas Administrative Code Chapter 241

Rule TAC §241.15 — Human Capital

The principal:

1. Invests and manages time to prioritize staff development, support, and supervision to enhance student outcomes.
2. Establishes clear staff expectations and uses evidence-based appraisal rubrics, when applicable, to guide and assess performance.
3. Uses multiple data points throughout the year—including observations, student data, and other evidence—to conduct accurate staff appraisals and evaluate effectiveness.
4. Coaches and develops educators through conferences, individualized feedback, self-assessment, goal setting, and professional growth opportunities.
5. Facilitates professional learning communities that use data, processes, and policies to improve teaching and learning.
6. Creates leadership opportunities for effective staff and appropriately delegates responsibilities to staff and campus administrators.
7. Collaboratively develops, implements, and revises an ongoing professional development plan based on staff appraisal trends, professional goals, and student data.
8. Ensures effective professional development through appropriate allocation of time, funding, and other resources.
9. Implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
10. Plans for and implements early hiring practices.

Rule TAC §241.15 — Strategic Operations

The principal:

1. Assesses campus needs using multiple sources of evidence and establishes ambitious, measurable goals, targets, and strategies aligned with the campus vision and strategic plan.
2. Allocates resources—including staff time, funding, and tools—to campus priorities and seeks additional resources when needed to support student learning.
3. Establishes structures for regularly monitoring multiple data points, evaluates progress toward goals, and adjusts strategies as needed.
4. Defines roles, assigns responsibilities, delegates authority, and establishes accountability for campus goal attainment.
5. Ensures that facilities, equipment, and support systems operate safely, efficiently, and effectively to maintain a positive learning environment.
6. Applies local, state, and federal laws and policies to support sound decisions across school operations and programs.
7. Collaboratively plans and effectively manages the campus budget.
8. Uses technology to enhance school management.
9. Coordinates curricular, cocurricular, and extracurricular programs with one another and with district programs.
10. Collaborates with district staff to implement district policies and advocates for the needs of students and staff.

Program Principal Standards — 268 Exam

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Domain V — Strategic Operations

Competency 009: Alignment and Resource Allocation

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.

The beginning principal:

- A.** Assesses campus needs using multiple sources of evidence to establish measurable objectives, goals, targets, and strategies that form the school’s strategic plan.
- B.** Establishes structures to monitor and track progress using multiple data points and adjusts strategies as needed to improve teacher effectiveness and student outcomes.
- C.** Allocates resources effectively—including staff time, the master schedule, funding, and tools—in alignment with school objectives and goals and seeks additional resources as needed.
- D.** Uses appropriate management techniques and collaborative processes to define roles, assign functions, delegate authority, and establish accountability for campus goal attainment.

Competency 010: Resource Management and School Operations

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.

The beginning principal:

- A.** Implements strategies that ensure facilities, equipment, and support systems operate safely, efficiently, and effectively.
- B.** Implements strategies to ensure student and staff safety and to address emergencies and security concerns, including the development and implementation of a crisis plan.
- C.** Applies local, state, and federal laws and policies when making decisions related to school operations and programs, including student services, food services, health services, and transportation.
- D.** Collaboratively plans and manages the campus budget in accordance with state law and district policies, including requirements related to accounts, purchasing, bidding, and grants.
- E.** Uses technology to enhance school management, including attendance systems, grade books, shared drives, and communication systems.
- F.** Coordinates curricular, cocurricular, and extracurricular programs with district programs to address students’ academic, developmental, social, and cultural needs.
- G.** Collaborates with district staff to understand and implement district policies and advocates for the needs of students and staff.
- H.** Implements discipline and attendance practices that promote student safety, consistency, and equity while meeting legal requirements, including due process and special education requirements.

Domain III — Human Capital

Competency 005: Evaluation, Feedback, Coaching, and Professional Development

The beginning principal knows how to provide feedback, coaching, and professional development through evaluation and supervision, reflect on professional practice, and pursue continuous professional growth.

The beginning principal:

- A.** Communicates clear expectations and uses multiple data points—including observations, walkthroughs, teacher and student data, and other evidence—to conduct evidence-based staff

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evaluations.

B. Coaches and develops teachers through self-assessment, goal setting, conferences, individualized feedback, and professional growth opportunities.

C. Collaboratively develops, implements, and revises an ongoing professional development plan based on staff appraisal trends, professional goals, and student data.

D. Facilitates effective professional development by ensuring appropriate content, processes, context, time, funding, and other necessary resources.

E. Engages in ongoing professional growth, reflects on practice, seeks and responds to feedback, and continually works to improve.

F. Seeks assistance from mentors, central office staff, and other leaders to support effective decision-making and collaborates with campus and district leadership.

Competency 006: Staff Selection, Placement, and Retention

The beginning principal knows how to promote high-quality teaching through selection, placement, and retention practices that support teacher excellence and growth.

The beginning principal:

A. Invests and manages time to prioritize staff development, support, and supervision to maximize student outcomes.

B. Facilitates professional learning communities that use data, processes, and policies to improve teaching and learning.

C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goals.

D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff.

Course Requirements

Minimal Technical Skills

Students should be proficient in **Microsoft Word, Excel, and PowerPoint** and able to navigate the university's online learning platform.

Instructional Methods

This is a **fully online, instructor-led course** organized according to a defined course schedule.

Course content is delivered through learning modules in **myLeo Online**. Each module includes instructions, assigned activities, and deadlines. Modules may include various combinations of:

- Assignments
- Discussions
- Readings
- Research
- Projects
- Other learning activities

Module activities become available on the first day of the module and close on the designated final day.

As a graduate-level course, students are expected to demonstrate **quality work, adequate preparation, active engagement, and consistent participation**. The instructor will establish a supportive learning environment and provide guidance throughout the course.

Course Alignment and Evaluation

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Course content and learning outcomes are aligned with the **Texas Principal Standards and applicable competencies**. Students will demonstrate mastery through standards-based assignments, activities, discussions, projects, and module requirements.

Assignments are designed as applied learning experiences. Students are expected to actively engage in the course through discussions, completion of assignments, research, and special projects.

Grades are based on the total points earned across required assignments, discussions, projects, and other course activities. The **final course grade is determined by the total points earned**.

Student Responsibilities or Tips for Success in the Course

Students are required to log into the course daily, respond to discussion board prompts, submit weekly assignments, take exams and collaborate with classmates when required.

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

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_support.htm

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

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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 TAMUC 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>

Interaction with Instructor Statement

The instructor encourages an open, collaborative, and supportive learning environment where students are actively engaged in the course material. Students are encouraged to ask questions, seek clarification, and share their thoughts and experiences throughout the course. Regular communication with the instructor is essential for success, and students are welcome to reach out via email, phone, or during office hours.

In addition to the formal course interactions, students may schedule individual meetings or consultations as needed to discuss course progress, assignments, or any challenges they may encounter. The instructor will provide timely feedback on assignments and will be available to support students' academic and professional growth throughout the course.

To ensure effective communication, students are expected to regularly check their university email and the course management platform (e.g., D2L, Blackboard, etc.) for updates, announcements, and instructor responses. The instructor aims to respond to all student inquiries within 24-48 hours.

Technology Requirements, Course Access, and University Policies

All course sections offered by **East Texas A&M University** are supported through the **myLeo Online Learning Management System (LMS)**. Students are responsible for ensuring that they meet all system and browser requirements for Brightspace and any integrated tools used in the course.

System Requirements and Technical Support

- Brightspace platform requirements and supported browsers are available through the **Brightspace Community**.
- Courses using **YouSeeU** or other virtual classroom tools require compatible hardware, software, and reliable internet access.
- Students are responsible for maintaining the technology necessary to participate fully in all course activities.

Access and Navigation

Students must use their **Campus-Wide ID (CWID)** and password to access the course.

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Assistance with CWID or password issues is available through the **Center for IT Excellence (CITE)**:

- **Phone:** 903-468-6000
- **Email:** helpdesk@etamu.edu

Reliable access to a computer and internet connection is essential. Personal technology issues do not excuse missed or late coursework. Students are expected to maintain a backup plan for accessing course materials and completing assignments. Possible alternatives include:

- Alternative computers or devices
- Campus computer labs
- Public libraries
- Other reliable technology and internet resources

Communication and Technical Support

Students experiencing difficulty with course content should contact the instructor directly. **Email is the preferred method of communication during the week**, and messages are checked regularly. Students may schedule appointments for meetings by email, and additional contact options may be available when needed.

For technical issues related to Brightspace, students should contact **Brightspace Technical Support** at **1-877-325-7778** or access support resources through the Brightspace Community.

Course Procedures and Expectations

Attendance and Participation

This graduate-level course emphasizes active engagement and consistent participation. Students are expected to participate throughout each module in activities such as:

- Discussions
- Projects
- Journaling
- Other assigned learning activities

Staying current with the course schedule is essential because learning activities are designed to build upon one another.

Examinations

Examinations assess students' ability to apply course concepts through **analysis and synthesis**. Responses should demonstrate the application of knowledge to leadership scenarios rather than rely primarily on rote recall.

Assignments

Assignment instructions and submission requirements are provided within the weekly modules in D2L.

Unless otherwise specified, written assignments should be submitted electronically through t **D2L Dropbox** using the required file format.

Syllabus Changes

This syllabus serves as a guide and may be revised as needed to support student learning or address instructional needs. Any changes will be communicated to students in advance.

The syllabus/schedule are subject to change.

University Policies and Student Responsibilities

Student Conduct

Students are expected to maintain professional and respectful behavior that contributes to a positive learning environment. Expectations are outlined in the **Student Guidebook**. Students should also follow established **netiquette guidelines** when participating in online discussions and other course activities.

Attendance Policy

University attendance policies are governed by **Procedure 13.99.99.R0.01**, which is available through the University website.

Academic Integrity

East Texas A&M University upholds high standards of academic honesty. Academic dishonesty—including plagiarism and unauthorized assistance—is subject to disciplinary action in accordance with University policy.

Separate procedures apply to undergraduate and graduate students, as outlined in official University documentation.

Use of Artificial Intelligence

The University recognizes that certain uses of **Artificial Intelligence (AI)** tools may be permitted at the discretion of the instructor. Any permitted use of AI tools must be clearly documented.

Undocumented use of AI constitutes academic dishonesty. Regardless of whether AI tools are used, students remain fully responsible for the **content, accuracy, originality, and integrity** of all submitted work.

Accessibility and Campus Resources

Students with Disabilities

In compliance with the **Americans with Disabilities Act (ADA)**, students requiring accommodations should contact the **Office of Student Disability Resources and Services**, located in the **Velma K. Waters Library, Room 162**.

Services are confidential and are designed to support equitable access to learning.

Nondiscrimination Statement

East Texas A&M University complies with all applicable federal and state nondiscrimination laws and maintains a learning environment free from discrimination and retaliation.

Campus Concealed Carry

Texas law permits licensed individuals to carry concealed handguns in designated campus locations, subject to applicable University rules and state law. **Open carry is prohibited on campus.**

Violations should be reported to **University Police**.

Student Mental Health Support

The **Counseling Center**, located in the **Halladay Building, Room 203**, provides counseling services, educational programming, and crisis support.

The syllabus/schedule are subject to change.

Students have access to **24/7 crisis services** by calling:
903-886-5145

COURSE OUTLINE / CALENDAR

The course shell will provide the scope and sequence for weekly activities.

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