



**EDAD 561 Effective Campus Leadership Section 01W
COURSE SYLLABUS Fall 2026**

Instructor Information

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COURSE INFORMATION

You will need Textbook, Readings, Supplementary Readings for this course:

Primary (Required)

Jackson, Y., & McDermott, V. (2012). Aim high, achieve more: How to transform urban schools through fearless leadership. ASCD. ISBN 978-1-4166-1467-8 .

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 is 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.

COURSE OBJECTIVES

Through the activities of this course, students will demonstrate mastery in the following areas:

- School Culture

The syllabus/schedule are subject to change.

- Leading Learning
- Human Capital
- Executive Leadership
- Strategic Operations

COURSE CONTENT ALIGNMENT TO TAC PRINCIPAL STANDARDS AND TEXES COMPETENCIES

- TAC Rule §241.15 Principal Standards I-VII
- TAC Rule §149.2001 Principal Standards 1-5
- TExES Competencies 001-011

The following table displays the developed Texas principal standards, certification examination and principal evaluation criteria.

COMPARISON OF STANDARDS, TEXES, AND EVALUATIONS

New principal standards TAC 149.2001	NEW 268 TExES Principal framework	Texas principal support system (T-PESS)
1. Instructional Leadership	Domain II: Leading learning	1. Instructional Leadership
2. Human Capital	Domain III: Human capital	2. Human Capital
3. Executive Leadership	Domain IV: Executive Leadership	3. Executive Leadership
4. School Culture	Domain I: School Culture	4. School Culture
	Domain VI: Ethics	
5. Strategic Operations	Domain V: Strategic Operations	5. Strategic Operations

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the knowledge, skills, and professional dispositions required of a Texas principal to establish, communicate, and sustain a shared campus vision and culture of high expectations that supports improved academic and behavioral outcomes.
2. Apply ethical leadership principles by acting with integrity, fairness, and professional judgment to advocate for students, support access to effective educators, programs, and services, and promote positive learning environments.

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3. Analyze social, economic, and systemic variables that impact learning in PK–12 education at the state, national, and international levels and evaluate their implications for campus leadership and decision-making.
4. Evaluate instructional leadership practices by examining curriculum alignment, instructional quality, and the use of multiple data sources to support teaching effectiveness and student learning.
5. Apply leadership strategies that support effective communication, collaboration, and relationship-building among campus and community stakeholders to strengthen organizational effectiveness and shared responsibility for school improvement.
6. Analyze leadership decisions related to ethical and legal responsibilities, human capital development, resource management, and operational systems to support effective school functioning and continuous improvement.

Alignment to TAC Principal Standards and SBEC TExES Competencies

DOMAIN I — SCHOOL CULTURE

(School and Community Leadership) Overview

Domain I focuses on the principal’s role as the architect and steward of a purposeful school culture. Effective principals establish a shared vision that drives daily practice, decision-making, and long-term improvement. This domain emphasizes the ability to create conditions that support high expectations, collaboration, trust, safety, and continuous growth among students, staff, families, and community partners.

Principals operating effectively in this domain use data, research, and systems thinking to shape campus priorities and guide strategic planning. They align resources, structures, and processes to support campus goals and monitor implementation to ensure progress toward the vision. School culture is reinforced through consistent expectations, open communication, stakeholder engagement, and intentional opportunities for collaboration.

Additionally, this domain highlights the importance of relationship-building and shared ownership. Principals must engage stakeholders as partners, encourage input, manage conflict productively, and foster a campus environment where individuals feel valued and supported. A strong school culture serves as the foundation for effective instruction, staff morale, and student success.

DOMAIN II — LEADING LEARNING

(Instructional Leadership / Teaching and Learning) Overview

Domain II centers on the principal’s responsibility as the instructional leader of the

campus. This domain emphasizes prioritizing teaching and learning by ensuring the consistent implementation of high-quality, research-based instructional practices aligned with state standards and district expectations.

Principals must work collaboratively with staff to define what effective instruction looks like and support its implementation through curriculum alignment, instructional planning, and thoughtful use of formative and summative assessments, and supporting instructional practices that meet the academic needs of students.

Monitoring instruction is a critical component of this domain. Principals are expected to observe classrooms regularly, provide actionable feedback, analyze instructional trends, and support teacher growth. Technology integration, collaborative planning, and ongoing assessment are leveraged to enhance instructional effectiveness. Ultimately, this domain reflects the principal's ability to lead learning by aligning curriculum, instruction, assessment, and professional practice toward improved student outcomes.

DOMAIN III — HUMAN CAPITAL (Human Resource Management) Overview

Domain III addresses the principal's role in developing, supporting, and sustaining an effective staff. This domain emphasizes supervision, evaluation, coaching, professional learning, and talent management as essential components of campus leadership.

Principals must communicate clear expectations, conduct evidence-based evaluations, and provide meaningful feedback that supports continuous improvement. Coaching and professional development are not isolated activities but part of a comprehensive system aligned to campus goals, instructional priorities, and student performance data.

This domain also includes the strategic management of human resources through effective recruitment, selection, placement, induction, retention, and leadership development. Principals are expected to build leadership capacity by creating opportunities for staff to assume responsibility and contribute to campus improvement efforts. Equally important is the principal's commitment to their own professional growth through reflection, feedback, collaboration, and ongoing learning.

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) Overview

Domain IV focuses on the principal's role as an executive leader who manages relationships, communication systems, and organizational processes. Effective principals communicate clearly and purposefully with a wide range of audiences, selecting strategies that ensure understanding, trust, and engagement.

This domain emphasizes the ability to build productive relationships both within the campus and beyond it. Principals must establish systems for consistent internal and external communication, foster strong community relations, and develop partnerships that support campus goals and programs.

Additionally, this domain addresses problem-solving, adaptability, and change management. Principals are expected to analyze complex challenges, make informed decisions, manage time effectively, and maintain organizational focus during periods of change. Strong executive leadership ensures that the school operates efficiently while remaining responsive to evolving needs and priorities.

DOMAIN V — STRATEGIC OPERATIONS

(Alignment and Resource Allocation) Overview

Domain V highlights the principal's responsibility for aligning goals, resources, policies, and operational systems to support effective teaching and learning. This domain requires principals to engage in strategic planning grounded in data analysis, goal setting, and progress monitoring. Principals must allocate time, personnel, funding, and materials in ways that directly support campus objectives. This includes developing systems to track implementation, evaluate effectiveness, and make timely adjustments. Effective operational leadership ensures that organizational structures reinforce—not hinder—instructional priorities.

This domain also encompasses administrative leadership related to safety, legal compliance, budgeting, facilities, and daily operations. Principals must apply laws and policies appropriately, manage campus finances responsibly, coordinate programs effectively, and maintain safe, orderly learning environments. Strong performance in this domain ensures that operational excellence supports the broader mission and vision of the school.

TECHNOLOGY REQUIREMENTS AND COURSE ACCESS

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 they meet all system and browser requirements for Brightspace and any integrated tools used in the course.

System Requirements and Support

- Brightspace platform requirements and browser support are available through the Brightspace Community.
- Courses using YouSeeU or other virtual classroom tools require compatible hardware, software, and internet access.

Access and Navigation

The syllabus/schedule are subject to change.

Students must use their Campus-Wide ID (CWID) and password to access the course. Assistance with CWID or password issues is available through the Center for IT Excellence (CITE) at 903-468-6000 or via email at 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 access, such as alternative devices, public libraries, campus computer labs, or other available 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. Appointments for meetings may be scheduled via email, and additional contact options may be available if 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 website.

COURSE OUTLINE AND EXPECTATIONS

Attendance and Participation

This graduate-level course emphasizes active engagement. Students are expected to participate consistently in discussions, projects, journaling, and other learning activities throughout each module. Staying current with the course schedule is essential, as learning activities 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 rote recall.

Assignments

Assignments and submission instructions are available within the weekly modules in D2L. Unless otherwise specified, written assignments should be submitted electronically through the D2L dropbox in the required file format. Syllabus Changes

When sending me an email please be sure that you have included your name and Course Number (EDAD 561) in the subject line.

CLASS PARTICIPATION

Given the constructivist design of the class, this course will be interactive. It is my

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expectation that all students participate fully for all activities and assignments in order to maximize their learning experiences. Each class may consist of several learning activities including (but not limited to) group discussion, student-led learning activities, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection.

This means that each student should be:

- conscious of the class schedule and the requirements for each class,
- self-disciplined,
- eager to share with your classmates.

Participation is an extremely important part of your experience in this class. When you miss participating in a class assignment, not only do you miss information presented, but you miss the interaction of your classmates, which can lead to the loss of key learning experiences.

GRADING

Final grades

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

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.

COURSE AND UNIVERSITY 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.

Student Conduct

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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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

Academic Integrity

Students at East Texas A&M University 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:

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

Use of 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

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 Services](#)

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 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.

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

East Texas A&M Supports Students' Mental Health – Counseling Services

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.tamuc.edu/counsel

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.



As an Institutional Member of the National Association of Schools of Music, East Texas State A&M University supports the Association's commitment to student health and wellness. The following web address provides links to information for resources related to physical and mental well-being, as well as assists in offering preventative measures that students can take to avoid serious and/or chronic conditions: [Musician Health and Safety - East Texas A&M University](#)

Department and Accrediting Agency Statement:

School of Music Mission Statement:

The School of Music at East Texas A&M University promotes excellence in music through the rigorous study of music history, literature, theory, composition, pedagogy, and the preparation of music performance in applied study and ensembles to meet the highest standards of aesthetic expression.