BALL STATE UNIVERSITY

Teachers College
Department of Educational Leadership
EDAD 698 Seminar in Theories of Educational Leadership and Management
3 Credit Hours – Online Course

Course Basics

Seminar in Theories of Educational Leadership and Management
EDAD 698, Section 800, CRN 32273, Fall 2026
Asynchronous Online Course
Graduate Level

Instructor Information

Dr. Beth Cooper
Department of Educational Leadership
Ball State University, Muncie, IN
Beth.cooper@bsu.edu
765-285-5215
Office Hours: Mondays online from 3:30-5:30 p.m. and by request. You may also email or text me to coordinate a time for an individual phone or Zoom appointment.

Course Information

Course Description

This seminar focuses on theories of leadership, management, and organization. It examines these theories from a modern and postmodern view and leadership from behavioral, constructivist, and aesthetic perspectives. It focuses on effective management and operations systems, use of data and resources to foster school improvement, and human resource management to support school system instructional leadership capacity. Open only to specialist and doctoral students.

Prerequisites

Completion of at least two other EDAD courses or permission of the instructor.

Course Objectives

1) Understand that a career as an educational leader is a special kind of journey with universal qualities
2) Relate how culture shapes leadership and how well students do in school
3) Define and apply sociological concepts of Pierre Bourdieu to school operations
4) Understand organizational theory to identify problems and improve organizational function and performance
5) Promote organizational change by using conflict productively

6) Restructure the administrative organization of a school corporation using classical Weberian principles
7) Relate school system strategic goals to specific organizational functions and duties
8) Understand the role of gender in leadership and strategies to support leaders and staff
9) Identify organizational dysfunctions and propose solutions to improve them
10) Develop a district public relations initiative for a school corporation to improve engagement
11) Design an effective and aligned comprehensive system organizational plan for a school corporation

National Standards for School Leaders

This course aligns to the National Educational Leadership Preparatory (NELP) standards. This class focuses on NELP Standards 5.1-5.3 and 6.1-6.3 (noted below with *).

Standard 1 – Mission, Vision, & Improvement
1.1 Mission & vision – collaboratively developed
1.2 Plan and lead improvement processes – utilizing data

Standard 2 – Ethics & Professional Norms
2.1 Professional norms
2.2 Evaluate, communicate, and advocate for ethical and legal decisions
2.3 Model ethical behavior

Standard 3 – Equity, Inclusion, & Culturally Responsive
3.1 Supportive and inclusive school culture
3.2 Equitable access
3.3 Culturally responsive practices

Standard 4 – Learning & Instruction
4.1 High quality, technology-rich curricula programs
4.2 Best instructional practices
4.3 Data-informed assessment systems
4.4 High quality and equitable learning systems

***Standard 5** – **Community & External Leadership**
5.1 Engagement with families
5.2 Partnerships with community
5.3 Advocacy for students, families, and community needs

***Standard 6 – Operations & Management**
6.1 Effective management and operations systems
6.2 Effective use of data & resources to support
6.3 Implementing policies, laws, and regulations

Standard 7 –Building Professional Capacity
7.1 Human resources management
7.2 Professional & positive school culture
7.3 Professional learning and development
7.4 Supervision and evaluation of faculty/staff

Standard 8 – Internship
8.1 Variety of leadership experiences in multiple P-12 settings covering all NELP standards
8.2 Authentic and sustained, minimum of 6 months (over two semesters)
8.3 Mentor who is a trained & effective school leader

Course Modality/Structure

This is an online, asynchronous course. All activities and assignments are delivered in the online Canvas Learning Management System (LMS) for the course. Students will complete activities such as readings, discussion boards, quizzes, and written assignments. Assignment due dates are defined in the syllabus and Canvas LMS for the course.

Course Materials

Required Texts

1. Mullen, C., English, F.W. and Kealy, W. (2014). *The leadership identity journey: An artful reflection.* Lanham, MD: Rowman & Littlefield.

2. English, F.W. and Bolton, C.L. (2016). *Bourdieu for educators: Policy and practice.* Thousand Oaks, CA: Sage.

3. Shafritz, J.M., Ott, J.S. and Jang, Y.S. (2016). *Classics of organization theory* (8th Ed.) United States: Cengage Learning.

Additional recommended and related readings, videos, and links to other texts and resources are noted in the Canvas course.

Course Assignments and Assessments

Course Assignments

Course activities for each unit will be shared in Canvas weekly, including the required course assignments. Students will upload all assignments in Canvas to demonstrate mastery of the unit objectives. The upcoming week's activities and assignments are typically released by Fridays for the upcoming week.

Assignments for this course are typically due weekly on **Wednesdays by 11:59 p.m.** Assignments include discussion boards, reflections, essays, quizzes, analyses, school plans, and papers.

Discussion Boards typically require an initial post by **Mondays at 11:59 p.m**. and completion of all responses to peers by **Wednesdays at 11:59 p.m**. The goal of the discussion board is to engage in back-and-forth conversations with classmates.

Assignment details, including instructions, video links, readings, due dates, and grading criteria/rubrics will be posted and updated in Canvas. Please check Canvas regularly to stay informed and on track.

UNIT	TOPIC	ASSIGNMENTS	POINTS	DUE DATE
		LEADERSHIP IDENTITY		
1	Universal Leadership Journey	Biographical Statement Discussion Board	50	M 8/31 & W 9/2
2	Leadership Identity	Leadership Identity Essay	50	W 9/9
		CULTURE		
3	Examining Culture	Culture Discussion Board	50	M 9/14 & W 9/16
4	The Cultural Arbitrary	The Cultural Arbitrary Reflection	50	W 9/23
5	Cultural Capital	Cultural Capital Staff Training Video Discussion Board	50	M 9/28 & W 9/30
		COMMUNITY & EXTERNAL LEADERSHIP		
6	Engaging Stakeholders	District Public Relations Initiative (Part 1)		
7	Advocacy for Learners, Schools, and District	District Public Relations Initiative (NELP 5.1-5.3)	100	W 10/14
		ORGANIZATIONAL THEORY		
8	Classical Management Theory	Bureaucracy Analysis Discussion Board	50	M 10/19& W 10/21
9	Types of Organizations	Unit 9 Quiz	50	W 10/28
		OPERATIONS & MANAGEMENT		
10	School System Structure	System Organizational Plan (Part 1)		
11	Resources & Improvement Planning	System Organizational Plan (NELP 6.1-6.3)	100	W 11/11
		MODERN ORGANIZATIONAL CONTEXTS		
12	Gendering Organizational Theory	Gendering Organizational Theory Article Reflection	50	W 11/18
13	Organizational Conflict and Change	Preparing for Organizational Conflict and Change Discussion Board	50	M 11/30& W 12/2
14	Toxic Organizations	The Toxic Organization Paper	50	W 12/9
TOTAL POINTS			**700**	

NELP-Aligned Key Assessments

This course includes instruction and two key assessments aligned to NELP Standards 5 and 6. Students will be assessed on their leadership knowledge and skills by planning for effective implementation of each of the NELP 5 and 6 standards as a leader in a school corporation. The directions and rubric for these assessments will be provided to students in the Canvas course system for the corresponding units.

NELP Standard 5 Assessment

For Standard 5, students will demonstrate their mastery of **Community and External Leadership** by developing a **District Public Relations Initiative** for a school corporation. The Initiative will describe their plans to effectively engage with families (5.1), build community partnerships (5.2), and advocate for students, families, and community needs (5.3). This comprehensive initiative will describe research-based and data-informed strategies for communications and approaches that demonstrate knowledge of the needs of the students and families, the community cultures, and partnership opportunities. Overall, strategies should be designed to benefit learners, schools, and the district as a whole.

NELP Standard 6 Assessment
For Standard 6, students will demonstrate their mastery of **Operations and Management** by designing a comprehensive **System Organizational Plan** for a school corporation. The Plan will describe the structure for effective management and operational systems (6.1), demonstrate their understanding of how to use data and resources to support their plan (6.2), and align with policies, laws, and regulations (6.3). This comprehensive plan will include an analysis of data used to drive planning, an understanding of the wide range of interconnected operational systems, current policies, and limitations of resources. Overall, the plans should explain a system-wide approach that supports campus and district leaders through equitable resourcing plans and align to a district-wide mission and vision to support students and staff.

Course Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

Course Expectations and Policies

Course Participation Expectations (Attendance)

Students are expected to log in to Canvas and check their Ball State University e-mail account routinely (at least every three days) Monday through Friday. Students should let the instructor know of situations that impact being able to do so because it is expected that you follow the pacing and adhere to timelines.

For online courses such as this one, regular attendance includes meeting the participation requirements for the course, checking all online Canvas postings and announcements, viewing the course videos and materials per the course calendar, participating in all course activities and assignments, checking BSU email regularly and corresponding with the professor as needed.

If you have special circumstances or a personal illness that requires you to be unavailable for class participation for a period of time (more than three days), please contact me as soon as possible. Also, veterans and student service members with special duty circumstances or who are activated should notify the instructor as soon as possible and are encouraged to provide Activation Orders.

Evaluation Procedures and Grading Criteria

Students will complete several written assignments in this course. It is an intensive exploration of the personal development of leaders, their thoughts and journeys, alternative perspectives of schools and writings regarding the sociology of organizations.

The course grade consists of TEN different types of assignments: formal assessments of books, lectures and films, and personal reflective written analyses.

The final grade in the course will be assigned based on the quality of the student's work and adherence to the criteria listed with each assignment (rubric, how to earn points, criteria, etc.).

Late Assignment Policy

There is a 10% penalty on assignments for each day late unless prior approval was discussed with and granted by the instructor. Assignments that are more than 7 days late will be scored as "0." Canvas will not accept assignments for grading after 11:59 p.m. on the final day of class

Assignment Submission Policy

- Submit each of your assignments online in the Canvas system by 11:59 p.m. on the due date.
- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module**.**

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.
- I typically grade assignments within 24-72 hours after the assignment due date, which includes points earned as well as written comments.
- Assignments submitted early may be graded early.
- Assignments may not be resubmitted unless prior approval was discussed with and granted by the instructor.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

University Policies and Statements

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please see the BSU Title IX website reporting page or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

Proceed with caution if you choose to utilize **Artificial Intelligence (AI)** to support your learning, since the information generated cannot be deemed reliable. Do not submit content generated by AI for your assignment submissions in place of your own writing or ideas. If you reference information you learned via AI when you prepare your assignments, include a citation for it with a URL link. If you have any questions regarding allowable uses of AI during this course, contact me prior to use on any assignment submissions. Any violation of this AI policy will be considered academic dishonesty.

Student Support Services

Technical Support

The Ball State Technology HelpDesk is designed with the IT support needs of Ball State online learners in mind. This includes phone and online chat support.

Technology HelpDesk and Desktop Support
Bracken Library (BL) 101
Ball State University
Muncie, IN 47306

Phone: 765-285-1517
Toll-Free: 1-866-771-3276

HelpDesk Hours Available

At the Technology HelpDesk site, you may access the IT knowledge base, find answers to frequently asked questions, report a technology issue or request assistance, check on the status of your ticket, review your ticket history, join a remote assistance session and much more.

Disabilities

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to BSU Learning Center Calendar webpage.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit the BSU Learning Center webpage or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.
The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to the BSU Writing Center webpage for online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a

supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found at the BSU Counseling Center webpage.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this Speaking Center link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.
Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to

restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. Click on the link for the BSU Course Content and Policies Information.

Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.